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# Colorado State Certification Guide







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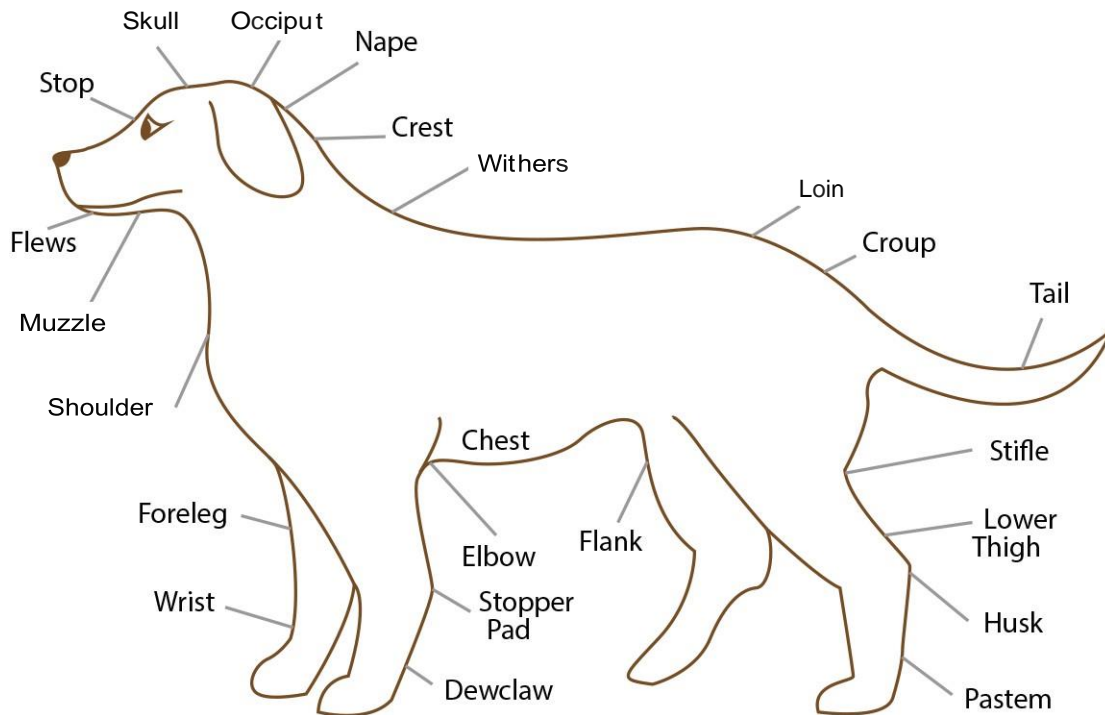
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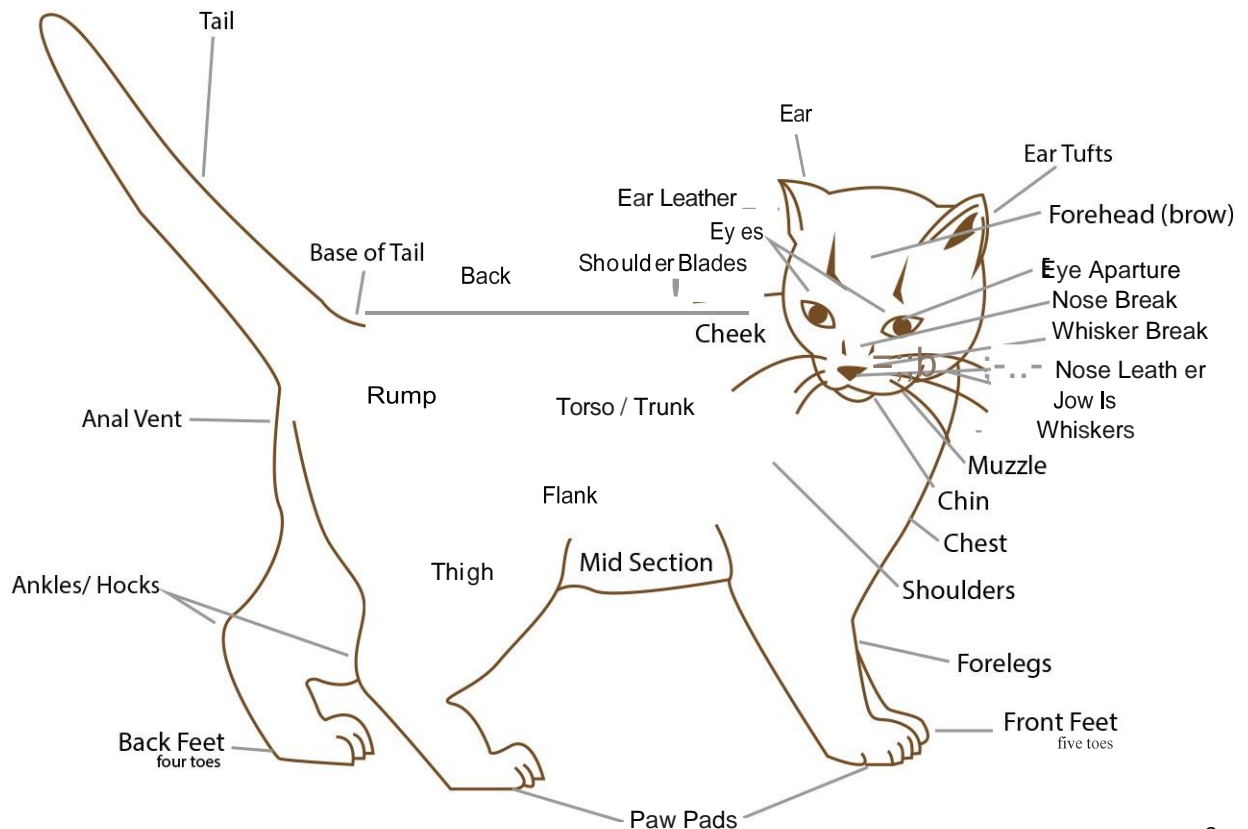
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## IDENTIFYING THE PARTS OF A DOG



## IDENTIFYING THE PARTS OF A CAT



## Cat Coat Patterns and Colors

### Coat Patterns

Patterns are combinations of colors in a specific layout. There are six basic varieties, with variations: Solid, Tabby, Bicolor, Tortoiseshell, Tricolor, and Colorpoint.

**Solid** - The easiest one to recognize is a coat of one color that is evenly distributed all over the body. Interestingly, when they are very young kittens, some solids may display a few hairs of a secondary color. As the cat matures, the odd hairs disappear, and the cat becomes solid colored all over. If the cat retains any spot of another color on the coat, he is no longer considered a solid. In the UK, solids are known as "self-colored" or "selfs."



**Tabby** - This is the most common coat pattern in the wild and it has four varieties: striped (Mackerel), blotched (marbled), spotted, and ticked (agouti).

**Bicolor** - The term bicolor refers to a coat of white and one other color. The other color can be a solid or show a tabby pattern. The Bicolor pattern is common among mixed bred cats, but it is also acceptable in many breeds. The term Harlequin is sometimes used to describe a cat with a mostly white coat. Van is the term for a specific variation, in which the cat is mostly white, with patches of color on the head and tail only. When a bicolor cat is mostly colored, the patches of white may have names that describe their location: locket (chest), mittens (paws) and buttons (patches on the abdomen).



**Tortoiseshell** - A consistent mix of orange and black (or their diluted versions of cream and blue) creates this unique coat pattern. Being a mix of black and orange, this coat pattern (like the tricolor) can be seen almost exclusively in females. Tortoiseshell males are rare and probably always sterile. Torties (a favorite abbreviation) can also display an underlying tabby pattern - this is sometimes referred to as "torbie."



**Tricolor** - The tricolor pattern comes in white, black and red (orange), or their diluted versions of cream and blue. Basically, the ratio between white and color determines the number and distribution of the patches of the other two colors. Where there is little white, the other two colors will be inter-mixed - a pattern that can also be referred to as a "tortoiseshell and white." As the amount of white increases, the patches of red and black become more clearly defined - this patched pattern is known as calico.



**Colorpoint** - In this pattern, the face, paws and tail (tips/points) are of a darker color than the rest of the body. This pattern is actually temperature-related - the cooler parts of the body develop a darker color. The contrast between the points and the main body color can vary, but this is usually one of the most easily recognized coat patterns. The points can be in various colors and shades, including dark brown (seal), red (flame), blue, and lilac. In fact, in some breeds, the points can be in a tricolor pattern or in a tabby pattern in any of these colors (tabby colorpoints are sometimes called "lynx").



## Coat Colors

**White** - This is the only color that is always solid without any underlying tabby markings. There are several genetic varieties of white, some of which create an all-over solid white cat, others bicolor or tricolor cats. One genetic variety of solid white can sometimes cause deafness; however, not all white cats are deaf (just as not all deaf cats are necessarily white).



seal-point.

**Black** - Although true solid black is often desired in breeding programs, black cats sometimes have underlying tabby markings. When exposed to sunshine, some black coats develop a rusty tinge. In the colorpoint pattern, the black gene is manifested as dark brown and is referred to as

**Red** - Red is the professional term for the coat color otherwise known as orange or ginger. The gene for red color is sex-linked, which is why red cats are usually males. This color is strongly connected with the tabby pattern, so a true solid



**Blue** - The blue color is a dilute version of black and is in fact deep bluish-gray. Some breeds are more associated with this color, but it can be seen in many breeds or with mixed-breed cats.

**Cream** - The cream color is a dilute version of the red. In combination with the blue, it can create dilute calicos and tortoiseshells.

**Brown** - Solid brown cats are not very common. The breed associated with this color is the Havana Brown. In some breeds, brown variations are also called chocolate. Lavender/Lilac - Lilac or Lavender are interchangeable names for a shade of light gray-brown with pink overtones. Some associations and breed clubs use one while others use the other. In the colorpoint pattern, lilac is referred to as frost-point.



**Cinnamon** - A variety of solid light brown with distinct red overtones.

**Fawn** - A dilute version of cinnamon.



# **Cat Identification**

## **Common Cat Breeds**

### **American Bobtail**



American Bobtails are an athletic, muscular, and powerful breed. Their body type is semi-cobby with slightly longer rear legs, and they come in longhair and shorthair, with both varieties having soft thick fur. Bobtails can come in any color and have any eye color, though they are best known for their brown tabby pattern. This breed has a broad semi-wedge-shaped head and large, close to almond shaped eyes that show their intelligence. The average tail length is about 4".

### **American Shorthair**



A very athletic cat, American Shorthair has a larger, leaner, and more powerfully built body than its relation, the British Shorthair. It is also known as a "working cat." Over 80 Color variations. The most well-known American Shorthair color today is the silver tabby, with dense black markings set on a sterling silver background.

A non-pedigreed shorthaired cat (called a Domestic shorthair) might resemble an American Shorthair, just as another non-pedigreed cat might look like a Siamese, Persian or Maine Coon. The difference, however, is that American shorthairs are a purebred cat and are recognized as such by the Cat Fanciers' Association

### **British Shorthair**



British Shorthairs have dense, plush coats that are often described as crisp or cracking, referring to the way the coat breaks over the contours of the cat's body. Eyes are large, round and widely set and can be a variety of colours, though the copper or gold eyes of the British blue are the best known. Their heads are round with full, chubby cheeks. Their bodies are large, sturdy, and muscular and are described as having a "cobby" build. The breed has a broad chest, shoulders and hips with short legs, round paws and a plush but not fluffy tail that ends in a round or blunt tip.

## Egyptian Mau



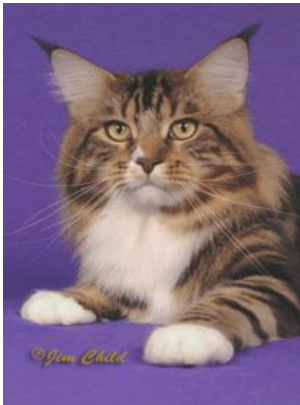
They are a small-medium sized and short-haired. They are the only naturally spotted breed of domesticated cat. The spots on an Egyptian Mau are not only on the coat; a shaved Mau has spots on its skin.

## Himalayan



The Himalayan cat is a breed of long-haired cat identical in type to the Persian, with the exception of its blue eyes and its point coloration, which were derived from the crossing of the Persian with the Siamese.

## Maine Coon



The Maine Coon is noted for its large bone structure, rectangular body shape, and long, flowing coat. Their tails are long, tapering, and heavily furred, almost resembling a raccoon's tail. The breed can be seen in a variety of colors and is known for its intelligence and gentle personality. They are one of the largest breeds of domestic cat. Males weigh anywhere between 15 and 25 lb with females weighing between 10 and 15 lb. The body is solid and muscular, which is necessary for supporting their own weight, and the chest is broad. Maine Coons possess a rectangular body shape and are slow to physically mature; their full potential size is normally not reached until they are around three or four years old.



## Manx



The hind legs of a Manx are longer than the front legs, giving the cat a square appearance. Ears are smaller than most cat breeds and Manx can come in any color, including Tortoise-shell, Tabby, Calico, and all solid coat colors. Heads are round in shape, and often very expressive, with large, round eyes and small nose. The **Manx** is a breed of cat with a naturally occurring mutation of the spine. This mutation shortens the tail, resulting in a range of tail lengths from normal to tail-less.

## Norwegian Forest Cat



Norwegian Forest Cats have a thick fluffy double-layered coat, long tufts of fur in ears and between toes, and a long bushy tail to protect them against the cold. Their coat is essentially waterproof due to its water repellent outer layer and dense underlay. They are very large cats with adult males weighing 13 to 22 lb, while females may be smaller. Their hind legs are longer than their front legs. They are very intelligent, playful cats that enjoy human company but can get upset if left alone for a long period of time.

## Ocicat



The breed is unusual in that it is spotted like a wild cat but has the temperament of a domestic animal. The species is actually a mixture of Siamese and Abyssinian, and later American Shorthairs (silver tabbies) were added to the mix and gave the breed their silver color, bone structure and distinct markings.

## Persian



A show-quality Persian has an extremely long and thick coat, short legs, a wide head with the ears set far apart, large eyes, and an extremely shortened muzzle. The breed was originally established with a short muzzle, but over time, this characteristic has become extremely exaggerated, particularly in North America. Persian cats can have any color or markings including pointed, golden, tortoiseshell, blue, and tabby. The Persian is generally described as a quiet cat, homely and placid.

## Scottish Fold



The Scottish Fold is a medium-size cat, with males typically reaching 9 to 13 lbs. (6-9 for females). The Scottish Fold is a breed of cat with a natural dominant-gene mutation that makes its ear cartilage contain a fold, causing the ears to bend forward and down towards the front of their head. The Fold's entire body structure, especially the head and face, is generally rounded, and the eyes large and round. The nose will be short with a gentle curve and the cat's body well-rounded with a padded look and medium-to-short legs. The head is domed at the top, and the neck very short.

## Siamese



The breed standard of the Modern Siamese indicates an elegant, slim, stylish, flexible and well muscled body. Its head is triangular shaped, with a thin snout. The eyes are almond-shaped and oblique, the ears large and thin. It has a long neck, body and tail. The fur is short, glossy, fine, soft, tight and adhered to the body. The Siamese is characterized by its typical pointed color scheme.

## Sphynx



The Sphynx (also known as Canadian Hairless ) is a rare breed of cat known for its lack of a coat. The Sphynx appears to be a hairless cat, but it is not truly hairless. The skin texture resembles that of Chamois leather. It may be covered with very short, fine hair, not unlike a peach.

## Dog Identification

### Common Dog Breeds

#### Akita



Weight; **Male 75–119 lb    Female 75–110 lb**  
Height: **21–26 in**  
Coat: **Coarse, straight, with soft undercoat**  
Color: **Red, fawn, sesame, brindle, pure white or black**

#### Alaskan Malamute



Weight; **75-85 lbs**  
Height: **23-25 in**  
Coat: **Dense, thick undercoat**  
Color: **Black/White, Red/White, White, Gray/White**

#### American Eskimo



Weight; **6-40 lbs**  
Height: **9-19 in**  
Coat: **Dense, thick undercoat, medium length**  
Color: **white**

#### Australian Cattle Dog



Weight; **35-45 lbs**  
Height: **17-20 in**  
Coat: **Short, dense, straight, rough**  
Color: **Blue, blue merle, blue with tan, red merle**

#### Australian Shepherd



Weight; **45-65 lbs**  
Height: **18-23 in**  
Coat: **doublecoated, thick, dense, medium length**  
Color: **Black tri, blue merle, red, black, red merle(white markings on face, chest, front and back legs are acceptable)**



## Basenji



Weight: **Male 24lbs Female 22 lbs**  
Height: **Male 17in Female 16 in**  
Coat: **smooth, short**  
Color: **red, black, black and tan, brindle, all with white feet, chest and tail tips; white legs, blaze**

## Basset Hound



Weight: **50–65 pounds**  
Height: **12–15 inches**  
Coat: **Short, hard and shiny, sheds**  
Color: **Any recognized hound color is acceptable (tri-Color, red & white, honey/lemon & white, Blue/Gray, and black & tan)**

## Beagle



Weight: **18-30 lbs**  
Height: **13 inches**  
Coat: **Medium length, rough**  
Color: **Tri color**

## Bloodhound



Weight: **80-100 lbs**  
Height: **23-27 inches**  
Coat: **Short, dense**  
Color: **Black And Tan, Liver And Tan, And Red**

### **Border Collie**



Weight: **Males 30-45 lbs Females 27-42lbs**  
Height: **Males 19-22 Females 18-21 in**  
Coat: **medium length with soft, dense undercoat**  
Color: **Black/White**

### **Boxer**



Weight: **65-70 lbs**  
Height: **21-25 in**  
Coat: **short, smooth**  
Color: **Brindle, sable, fawn, w/ wht markings**

### **Catahoula Leopard Dog**



Weight: **Male 70-80 lbs Female 55-65 lbs**  
Height: **Male 22-26 in Female 20-24 in**  
Coat: **Short, dense**  
Color: **Blue, Black, Red, Yellow, Brindle.**  
**There may or may not be white. The coat can be any pattern or color and is often brindled, leopard, or patchy**

### **Cocker Spaniel**



Weight: **15-30 lbs**  
Height: **14-16 inches**  
Coat: **Long, Medium**  
Color: **Black and tan, Black, Any solid color other than black, white and any other solid color tan points with the tan less than 10% of the total body**

### **Chow Chow**



Weight: **45-70 lbs**  
Height: **18-20in**  
Coat: **Thick, heavy undercoat, medium length, generally soft**  
Color: **Black, blue, cream, red, cinnamon**

## Dachshund



Weight: **11-32 lbs**  
Height: **5-9 in**  
Coat: **short, smooth**  
Color: **Solid red, sable, or cream; black and tan, chocolate and tan, wild boar and tan, gray and tan, or fawn and tan, brindle**  
Specific Breed Types: **Miniature, long-hair, wire-hair**

## Doberman Pinscher



Weight: **65-70 lbs**  
Height: **24-28 in**  
Coat: **short, smooth**  
Color: **black, black/tan, red, fawn, blue**  
Ears: **may be cropped, naturally flop**  
Tail: **may be docked**

## English Setter



Weight: **50-65 pounds**  
Height: **24-25 inches**  
Coat: **medium length, soft, sometimes wavy, feathering on legs, underbelly, and chest,**  
Color: **black/white, white/orange, white/lemon, white/chestnut, tricolor**

## German Pointers (Shorthair and Wirehair)



Weight: **45-75 pounds**  
Height: **21-26 inches**  
Coat: **Wirehair; wire, dense Shorthair; smooth, short**  
Color: **Liver/white, any combination of liver**

## German Shepherd



Weight: **50-90 pounds**  
Height: **21-26 inches**  
Coat: **Thick, undercoat, medium length**  
Color: **Black, white, sable, tan/black, red/black**



### Golden Retriever



Weight: **60-80 pounds**  
Height: **22-24 inches**  
Coat: **smooth, medium length, doublecoat**  
Color: **Golden, cream**

### Great Dane



Weight: **Males 120-200 lb Females 100-130 lb**  
Height: **Males 30-34 in Females 28-32 in**  
Coat: **smooth, short**  
Color: **Fawn, mantle, brindle, blue, black, harlequin**  
Ears: **Can be cropped, naturally floppy**

### Great Pyrenees



Weight: **Males 110–120 lb Females 80–90 lb**  
Height: **Males 27–32 in Females 25–29 in**  
Coat: **Thick with undercoat**  
Color: **white and can have varying shades of gray, red (rust), or tan around the face**

### Jack Russell Terrier



Weight: **13-17 lbs**  
Height: **12-14 in**  
Coat: **Can be smooth, rough, combination of rough and smooth**  
Color: **predominantly white with tan, black, or brown markings**

### Lhasa Apso



Weight: **13-15 lbs**  
Height: **10-11 in**  
Coat: **Long, soft, wavy**  
Color: **Black, white, brown, gray, cream , or particolored**

### **Manchester Terrier**



Weight: **12-22 lbs**  
Height: **15-16 in**  
Coat: **short, dense, glossy, smooth**  
Color: **black and tan**  
Ears: **may be cropped; naturally v shaped, semi-erect**

### **Mastiff (English Mastiff)**



Weight: **Males 160 lbs    Females 150 lbs**  
Height: **Males 30 in    Females 27 in**  
Coat: **smooth, short-haired coat**  
Color: **golden fawn, light fawn, apricot, silver, brindle**

### **Labrador Retriever**



Weight: **Male 60–130 lb    Female 55–93 lb**  
Height: **Male 22–28 in    Female 21–24 in**  
Coat: **Smooth, short and dense straight hair**  
Color : **Black, Yellow, Chocolate**

### **Pitbull**



Weight: **24 pounds – 38 pounds**  
Height: **14 inches - 16 inches**  
Coat: **short, dense, short**  
Color: **Black, Blue, Brindle, Gold, Apricot, Fawn, White chest or markings**

### **Pomeranian**



Weight: **3-8 lbs**  
Height: **5-7 in**  
Coat: **Double coated, dense, thick, medium length**  
Color: **All solid colors, multi**

## **Pug**



Weight: **13-20 lbs**  
Height: **12-14 in**  
Coat: **Soft, fine, and short**  
Color: **apricot, fawn, black and silver**

## **Rottweiler**



Weight: **Male 110-130 lbs Female 90-105 lbs**  
Height: **Male 21-27 inches Females 22-25 inches**  
Coat: **Double coated, Short, hard and thick**  
Color: **Black and tan or black and mahogany**

## **Schnauzer**



Weight: **Giant 65 – 90 lbs, Standard 35-45 lbs, Mini 13-15 lbs**  
Height: **Giant 23-27 in, Standard 16-19 in, Mini 12-14 in**  
Coat: **Medium, wiry, dense, may times shaved body**  
Color: **Salt and Pepper, black, silver**  
Breed Specific Types: **Giant, Standard, Miniature**

## **Siberian Husky**



Weight: **35 lbs – 60 lbs**  
Height: **20 in - 24 in**  
Coat: **Medium, Dense with undercoat**  
Color: **Black/White, Red/White, White, Gray/White**

## **Chinese Shar Pei**



Weight: **35 lbs – 55 lbs**  
Height: **18 in - 20 in**  
Coat: **Short, rough**  
Color: **All solid colors**



## Shetland Sheepdog (Sheltie)



Weight: **14-18 lbs**  
Height: **13-16 in**  
Coat: **Long, dense, straight**  
Color: **Black w/ white, Sable w/ White, tri-color, blue merle, white w/ tan, bi-blue**

## Shih Tzu



Weight: **10-16lbs**  
Height: **9-11in**  
Coat: **Long, Wavy**  
Color: **All Colors**

## Weimaraner



Weight: **65-85 lbs**  
Height: **22-27 in**  
Coat: **short, smooth**  
Color: **Gray, silver gray, blue**  
Tail: **Many be docked**

## Yorkshire Terrier



Weight: **2-7 lbs**  
Height: **7-9 in**  
Coat: **Long, silky**  
Color: **Black w/ tan, steel Blue**

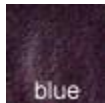
## Dog Coat Colors and Patterns

### Description of Colors

Common Solid Colors are:



**Black** – solid ebony black to the roots. Solid black dogs can be found in many breeds such as the Labrador, Newfoundland, and Scottish terrier.



**Blue** – a soft gray color. Solid blue breeds include the Kerry blue terrier, Doberman and the Bedlington terrier.



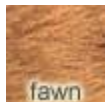
**Brown** – a rich chocolate brown color seen in breeds such as the Labrador. Also know as Chocolate.



**Red** – there are a wide variety shades of red seen in breeds such as the Irish setter and Rhodesian ridgeback.



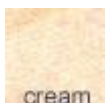
**White** – solid white to the roots. This color can be found in many breeds such as the Great Pyrenees, Samoyed and West Highland white terrier.



**Fawn** – a warm pink or buff color. This color is found in many breeds such as the shar-pei.



**Chocolate** – a rich medium brown coat color, found in the Labrador and shar-pei.



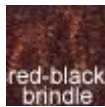
**Cream** – a light warm beige color. A dilute of red, this color can be found in many breeds.

## Patterns:

There are many different coat patterns that are produced by a combination of colors. Some common patterns include:



**Merle** – this pattern involves streaks or patches of black on a blue-gray background.



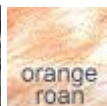
**Brindle** – this pattern results when there is a layering of black pigment in areas where there is light color. It produces a somewhat tiger-striped pattern.



**Dapple** – this is a dominant pattern and is a mottled mix of colors.



**Grizzle** – this pattern is a mix of black or red with white.



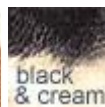
**Roan** – this pattern is the dilute version of grizzle and the black is replaced with bluish gray or iron gray. Also shown is the Orange Roan.

## Particolor:

Depending upon the breed, a particolor is a dog that has patches of two or more colors, or that has any color or pattern combined with white. Some particolor patterns include:



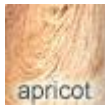
**Piebald** (Harlequin, Boston, Pied) – mostly white with patches of color usually on the extremities



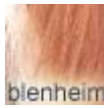
**Bicolor** – approximately half white and half another color



## Other Colors and Patterns:



**Apricot**



**Blenheim**



**Red Tick**



**Black and Tan**



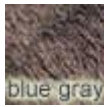
**Silver**



**Peppered**



**Black Tick**



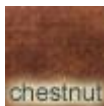
**Blue Gray**



**Tan**



**Charcoal**



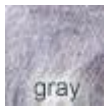
**Chestnut**



**Sandy**



**Gold**



**Gray**



**Tri-Color**



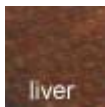
**Harlequin**



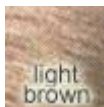
**Lemon**



**Weimaraner Blue**



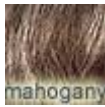
**Liver**



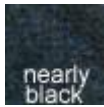
**Light Brown**



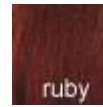
**Wheaten**



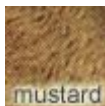
**Mahogany**



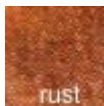
**Nearly Black**



**Ruby**



**Mustard**



**Rust**



**Sable**



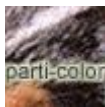
**Orange**



**Wild Boar**



**Salt & Pepper**



**Parti-Color**



**Wolf Color**



**Yellow**

Reference [dogsinddepth.com](http://dogsinddepth.com)

# **Animal Handling**

## **Canine Behavior**

It is critical for an ACO to have an understanding of canine behavior and how different factors such as socialization, training, and breed type can influence canine behavior. Most animal behaviorists believe that the modern canine evolved from an ancestor of the wolf, approximately 14,000 years ago, but due many generations of human directed breeding, caring, and socialization, canines have become domesticated.



Canines are not miniature versions of wolves, nor are they a four-legged, hairy version of a human. Due to domestication, canines do not have to hunt for food, avoid predators, or fight pack members for a desirable mate, as a wolf may do. Although domesticated, canines are not capable of abstract thought and reasoning like humans. For dogs, the most important survival behavior resulting from domestication is the ability to be tame. Today, most canines are kept as companion animals and have been bred to help people, not compete with them.

The social development of a canine begins soon after birth and continues throughout the life of the canine. According to canine behavior research by Doctor John Paul Scott and Doctor John Fuller, there are five sensitive periods in a canine's social development; Neonatal, Transitional, Socialization, Adolescence, and Adulthood.

- ❓ Newborn puppies, called neonates, learn important socialization skills from their mother and siblings during the Neonatal Period (0-14 days). Neonates are born functionally blind and mostly deaf. The most developed sense for neonates is the sensitivity to touch and temperature.
- In the Transitional Period, at 14 to 21 days of age, the puppies' eyes and ears begin to open and they begin to use their limbs to move about. The nervous and muscular systems develop quickly and they begin to control their own defecation.

- ❓ Socialization Period begins at 3 weeks of age and continues until 12 weeks of age. According to Doctor Dunbar, a puppy must be socialized to people before 3 months of age and should be handled and trained by a minimum of a 100 people. During the Socialization Period, puppies interact with littermates and begin to form an attachment to the location or environment in which they have been raised. By the end of the Socialization Period, pups develop an auditory startle response, are able to digest solid food and are able to communicate an emotional state by displaying various behaviors.
- ❓ The Adolescence Period is a progressive development of social and sexual maturation that generally lasts from 13 weeks of age to 2 years of age in smaller canines, and up to 3 years of age in larger canines. Inadequate socialization and training in the Socialization Period can manifest into unruly behavior, including; jumping up, pulling on their leash while being walked, incessant barking, hyperactivity, household destruction, and development of fearfulness and aggression.
- ❓ By 3 years of age, most canines have reached the Adulthood Period where they have become socially mature. Training and socialization need to be reinforced throughout the lifespan of any canine to continue to develop the canine into a calm, controlled and well-behaved animal.

Over generations of selective breeding, specific breed types of canines may be predisposed to specific behavior characteristics such as being sociable, fearful, irritable or aggressive. Even with “predictable” breed stereotypes, it is important to remember that each canine is an individual, and with proper training and socialization, any breed of canine is capable of becoming a well-mannered companion.

Canines display different types of aggression depending on the environment and the perceived threat. These include fear aggression, maternal aggression, possessive aggression and territorial aggression.

The most common type of canine aggression that ACO’s encounter is territorial aggression.

An ACO should avoid making direct eye contact when approaching or handling aggressive dogs.

The behavior of male dogs is impacted more than female dogs when sterilized.

## **Sources**

Dunbar, Ian. (1999). *Dog Behavior*. New York, NY: Howell Book House.

*National Animal Control Association Training Guide*. (2009). Olathe, KS: National Animal Control Association

## **Capture and Restraint**

An animal control officer must accurately assess the situation or circumstances before handling an animal safely. When capturing or restraining an animal, the three primary considerations for an ACO should be:

- ❑ Officer Safety
- ❑ Public Safety
- ❑ Animal Safety



Methods of restraints can come in the form of a catch pole, live trap, crates, cages, small animal tongs, pole syringes, snake tongs, blanket, leash, snare, nets, stretcher or a muzzle. You may need to use food to bait an animal if using a live trap or trying to get the animal closer to you so you can restrain it.

The ACO should assess the animal's behavior to ensure their safety. Is the animal scared, protective or friendly, etc.? This will help in determining what type of restraint equipment is needed.

An ACO can gain the trust and confidence of a dog or cat by using food, toys, or a leash. Once caught, it is essential that an ACO have appropriately sized containment and the ability to transport the captured animal once contained.

An officer should never place themselves in a situation where their safety is compromised when handling or apprehending an animal. When applicable, animal control officers should employ the level of force necessary for the capture and restraint of all animals.

ACO's are not required to try each level before escalating or descending to the next. Any number of influencing factors can determine which level should be used, and the action of the animal may warrant the bypassing of several levels in either direction.

Influencing factors:

- ACOs age, strength, size relative to that of the animal.
- Strength and pain tolerance of the animal.
- Multiple animals.
- Aggressive/fractious animals reported or present.
- Environmental conditions.



Possible Levels of Force (Dependent upon YOUR agencies equipment and policies and procedures.)

- Leash
- Hand snare
- Humane Trap (when applicable)
- Catch pole
- Bite Stick (Asp/Baton)
- Oleoresin Capsicum (OC) spray
- Conducted Energy Weapon
- Firearms (Deadly Force - POST officers or authorized personnel **ONLY**.)

Gloves should be worn when handling any animal that is sick, injured, feral, wild and/or aggressive. The most effective method in capturing a feral cat is by using a live trap. The first step in preparing to humanely live trap any species is to set up a feeding station as this will ensure the animals return to the area. Placing medication or tranquilizers in food is not recommended to capture an animal because the animal could leave the area prior to the ACO returning.

Chemical capture should only be considered after other capture methods are unsuccessful. Drugs that affect the central nervous system are recommended for chemical capture. When using chemical immobilization to capture an animal, it is important to aim for a large muscle mass. The greatest danger of using chemical capture is the impact on public safety and/or the death of the animal. Different delivery systems are available for chemical capture such as: blow pipes, automatic injection poles, gun-type projectors, and jab poles. Blow pipes produce a gentle impact on delivery.

The capture scene must be clear of pedestrians, on-lookers or other citizens. Officers should check equipment thoroughly to make sure everything is in proper working order as well as making sure they are in a safe enough area to use chemical immobilization. A Chemical Capture method should not be used in highly populated areas, high traffic areas, near environmental hazards (body of water, cliff, etc.) or other situations where you are putting yourself or the public at risk.

The above methods work with large animal capture and restraint and ACO's should learn the behaviors of all animals, including large livestock such as horses and cattle.

**Horses** –Having a halter available and lead rope will help with restraint once you catch the horse. When approaching a horse, soften your body language and meander towards the horse. Don't make direct eye contact and approach from the side. Equipment used can be a lead rope, stallion shank, lariat, or a halter. Time and patience are needed.

**Bovines** – Bovines are herd animals. Using portable fencing, such as snow fencing, can corral stray cattle in one area. Cattle may follow a bale of hay or sack of feed. Equipment used can be a lead rope, rope, and a halter.

## **Officer Safety**

### **Occupational Hazards of an Animal Control Officer**

Always be aware of the potential hazards when entering an area you are responding to and keep in mind the following hazards you may encounter:

Chemical  
Controlled substance  
Animal immunizations  
Biological hazards  
Pesticides/industrial chemicals  
Motorized/specialty equipment  
Animal handling equipment  
Facility hazards  
Noise  
Ergonomic hazards  
Hazardous waste  
Traffic  
Tranquilization equipment  
Assault



### **Officer Safety**

- Use your vehicle for protection for you and the animal from harm. This can be accomplished by using it as a wall.
- Use all safety equipment within your vehicle.
- Use local law enforcement when necessary. Never enter a situation that makes you feel uncomfortable alone. Always call for back-up.
- Always evaluate each situation before acting.

### **Dealing with Pet Owners**

This is one of the most important parts of your job as it is up to the officer, on most occasions, as to the outcome of the call. Here are a few tools you may use to help in these situations.

### **Show Respect to the Owner**

This can be a difficult task at times. Try not to react on an emotional level as this can end in a lose-lose situation. Have a mindset that "No matter what, I will respect the pet owner."

### **Show Empathy to the Pet Owner**

Put yourself in the pet owner's shoes. Often times the owner will realize that you are there to help resolve the issue or problem they are having and will calm down on their own.

### *Listen to the Pet Owner*

Remember to let the pet owner air their frustration. You might find it has nothing to do with your presence. You just happened along when the owner needed to vent at that particular time and once they have vented, they should be out of air and will calm down. Once they take a breath, that is when you can jump in and empathize and proceed with the problem at hand. You might find, that using these tools, your encounters will have a positive outcome.

### *Defensive Driving*

Defensive driving serves to reduce the risk of collision by anticipating dangerous situations, despite adverse conditions or the mistakes of others.

Stay aware of your safety behind the wheel, yield to others when necessary. Know challenging conditions; be aware of your blind spots. Know the rules of the road and know common road hazards. Familiarize yourself with the five characteristics of a defense driver; knowledge, alertness, foresight, judgment and skill. Protect yourself and others. Have all vehicle paperwork up to date.

### *Stress*

A state of mental or emotional tension resulting from adverse circumstances, feeling of lack of control or unpredictability along with uncertainty.

## ***Reactionary Gap***

One of the most important things you can learn about dealing face to face with suspects/dogs is the concept of relative positioning. Relative positioning means how far you are from the suspect, and it is made up of the reactionary gap, the danger zone, and reaction time.

The reactionary gap is the distance you must keep between you and the suspect/dog in order for you to respond to any sudden threat. That distance tends to be six to nine feet if you can see the suspect's hands, and 25 feet if you can't. The danger zone is anywhere inside the reactionary gap. Your reaction time to any threat is the final part of the equation.

Here are some considerations to take into account when closing the gap. And always remember, the process could begin sooner than you think.

### *Threat Awareness*

Unless caught in an exigent circumstance, you have some sort of time delay before you confront the suspect/dog. You must use that time wisely.

Find out what you can. Have you or anyone on your shift dealt with this person/dog before? Does he have a violent history? Does she run upon making contact? Is the suspect known to carry weapons? What does the call history say; are you heading into a fight?

These and other questions will give you an idea of what you're up against and how best to plan your approach. Always have backup if you feel you are going into an unsafe situation.

### Situational Awareness

This is where you must take your environment into consideration. From the get-go, you should already be familiar with where you are working. Use that knowledge to figure out where you're going to make contact and where you would have the advantage. You also need to use that knowledge to plan ahead and have an exit plan. Ask yourself what the suspect/dog would do to remove him or herself from contact. Where would he or she hide; where would he or she run? What can you use in your approach that would help you but hinder the suspect/dog? How you set up will either help or hurt you.

### Move to Contact

As you move into your reactionary gap, you should be sizing up the suspect/dog and looking for pre-attack indicators. If you arrive and the suspect is in the middle of arguing, how is he or she standing? Does he look ready to fight or is he so engrossed in the argument that he's not paying attention? Look for pre-attack indicators. We make many snap decisions based on the totality of the circumstances and on what we think we see. Look and act like you mean business all the time.

### **Code of Awareness System**

When out on the road, you need to be in a mental state of awareness to handle the calls for service by being aware of the hidden dangers. There are several conditions of awareness. White is a relaxed stage, Yellow is relaxed but alert, Orange is a state of alarm, Red is time for action and Black is panic, paralysis, brain stall and no longer thinking/reacting objectively. Condition yellow is where you need to be, relaxed/alert/ cautious, not overly tense but ready for a situation to change at any time.

### **Encounter with Methamphetamine production**

There are items that could indicate the existence of home-based methamphetamine production which could include, but not limited to, battery acid, white gasoline, Drano, wooden matches, camp stove fuel, red phosphorous, and hot plates.

The locations of production could be anywhere, such as upper/lower income housing, barns, vehicles, campgrounds to mention a few. Other clues could be doors with no windows, security doors along with blacked out windows. There can be strong odors such as cat urine, ether, ammonia and other chemicals. Other signs could include excessive trash that could consist of red stained coffee filters, drain cleaner, antifreeze containers and other debris consistent with producing Meth.



A few of the side effects after an encounter with the drug could be chest pains, lack of coordination, shortness of breath, burns and even death along with birth defects/miscarriage,



cancer and brain damage, heart problems and memory loss to mention a few. Always look for hidden dangers and have an escape route.

## **OSHA**

With the Occupational Safety and Health Act of 1970, Congress created the Occupational Safety and Health Administration, to assure safe and healthy working conditions for working men and women by setting and enforcing standards and by providing training, outreach, education and assistance.



Under the OSH Act, employers are responsible for providing a safe and healthy workplace. OSHA's mission is to assure safe and healthy workplaces by setting and enforcing standards, and by providing training, outreach, education and assistance. Employers must comply with all applicable OSHA standards. Employers must also comply with the General Duty Clause of the OSH Act, which requires employers to keep their workplace free of serious recognized hazards.

## Zoonotic Disease

Zoonotic Disease - A zoonotic disease is one that can be naturally transmitted from an animal to a human.

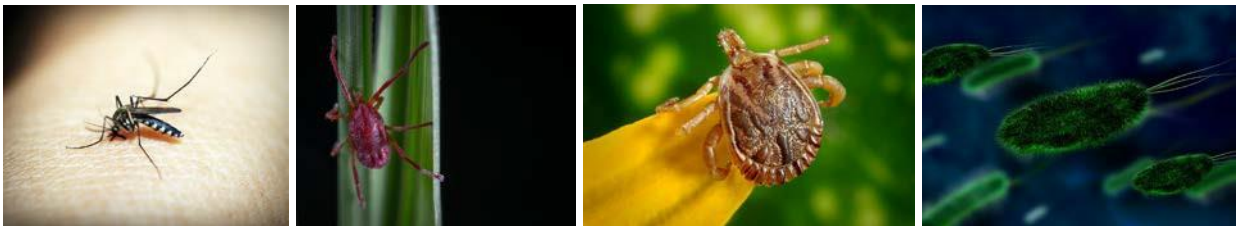
Zoonotic diseases are grouped in four basic types depending on the type of organism or causative agents which are bacterial, fungal, parasitic or viral.

Bacterial Zoonoses are quite common and include Salmonella (from pet reptiles), Bubonic Plague (from infected fleas from rodents and rabbit), Lyme disease and Rocky Mountain spotted fever (from ticks) and Cat Scratch Fever (from cats, estimated to be present in up to 40% of normal cats).

Fungal organisms are quite common and include Ringworm which is not caused by a worm, instead by a number of different species of fungus. A large percentage of cats can be inapparent or subclinical carriers of this fungus.

Parasitic Zoonoses are numerous, however in developed countries the incidents are quite low. Various helminth, or worms, can be carried by both domestic and wild animals. Examples include roundworms in dogs, cats and other animals as well as tapeworm. Sarcoptic mange is caused by mites that are highly contagious between animals and can be passed on to humans.

Zoonoses can be caused by viral agents such as rabies virus that is spread from an infected animal, usually through a bite.



### Types of Agents

- \* Parasitic
  - Worms, protozoa, coccidia, ectoparasites
- \* Bacterial
- \* Rickettsia
- \* Viral
- \* Fungal

### Transmission Routes

- \* Oral (including food-borne)
- \* Aerosol
- \* Fomites
- \* Direct contact
- \* Vectors

**BSE, mad cow disease (Bovine spongiform encephalopathy):** An infectious disease associated with cattle.

**Brucellosis (*Brucella spp.*):** A bacterial disease associated with farm animals and dogs.

**Campylobacteriosis (*Campylobacter spp.*):** A bacterial disease associated with cats, dogs, farm animals and improper food preparation.

**Cat Scratch Disease or cat scratch fever (*Bartonella henselae*):** A flea-borne infection usually transmitted from a cat's scratch or bite. Signs include pimples at the scratch site and swollen lymph nodes.

**Cryptococcosis (*Cryptococcus spp.*):** A fungal disease associated with wild birds, especially pigeon droppings.

**Cryptosporidiosis (*Cryptosporidium spp.*):** A parasitic disease associated with cats, dogs, and farm animals.

**Ehrlichiosis:** This is a bacterial disease transmitted by ticks. It can cause fever, muscle aches, vomiting, and other more serious symptoms.

***Escherichia coli* O157:H7:** A bacterial disease associated with cattle and improper food preparation.

**Giardiasis (*Giardia lamblia*):** People become infected when they drink water containing the parasite *Giardia lamblia*. You can also become infected by putting something in your mouth that has come into contact with an infected animal's stool. Symptoms include diarrhea, nausea, and stomach cramps.

**Hantavirus (Hantavirus Pulmonary Syndrome):** A rare viral disease associated with wild mice.

**Herpes B (Herpesvirus 1):** A viral disease associated with Macaque monkeys.

**Histoplasmosis (*Histoplasma spp.*):** A fungal disease associated with bat guano (stool).

**Hookworm (*Ancylostoma caninum*, *Ancylostoma braziliense*, *Uncinaria stenocephals*):** Hookworms and roundworms are the most common zoonotic parasites. A person can become infected by ingesting contaminated dirt or by putting contaminated objects in their mouth (which puts children especially at risk). Tiny infective hookworm larvae can also infect humans by penetrating the skin (this is most likely to happen by walking barefoot through contaminated soil). Every year, people are put at risk of becoming blind due to parasite larvae migrating into their eyes.

**Leishmaniasis (*Leishmania spp.*):** A parasitic disease associated with dogs and sand flies.

**Leptospirosis (*Leptospira spp.*):** A bacterial disease spread by contact with urine from an infected animal (such as dogs, squirrels, skunks, or raccoons). Lepto can cause high fever, severe headache, vomiting, kidney damage, and liver failure.

**Lyme Disease (*Borrelia burgdorferi* Infection):** This disease is spread by ticks, and the number of cases has increased so much every year that the disease is found in nearly every state. It can cause arthritis and kidney damage.

**Lymphocytic Choriomeningitis:** A viral disease associated with rodents such as rats, guinea pigs and house mice.

**Monkeypox:** A viral disease recently suspected to be associated with prairie dogs, Gambian rats, and rabbits.

**Plague (*Yersinia pestis*):** A rare bacterial disease associated with wild rodents, cats, and fleas. The disease is transmitted by flea infected by a host species (e.g. Fox).

**Psittacosis (*Chlamydia psittaci*):** A bacterial disease associated with pet birds, including parrots and parakeets.

**Q fever (*Coxiella burnetti*):** A bacterial disease associated with cattle, sheep, goats, dogs and cats.

**Rabies:** A viral disease associated with mammals, including dogs, cats, horses, and wildlife. Transmission occurs through salivary glands of an infected animal. Fatal if not treated immediately.

**Raccoon roundworm Infection (*Baylisascaris procyonis*):** A parasitic disease associated with raccoons.

**Ringworm (*Microsporum spp. and Trichophyton spp.*):** Ringworm is not a worm--it's a fungal infection transmitted by contact with the skin or fur of an infected animal. Symptoms include a ring-shaped, itchy rash on the skin or a bald patch of scaly skin on the scalp.

**Rocky Mountain Spotted Fever (*Rickettsia rickettsia*) :** A rickettsia disease associated with dogs and ticks. **Is a very serious, sometimes fatal, tick-borne disease that causes fever, headache, and muscle pain, followed by a rash.**

**Roundworm (*Toxocara canis, T. cati and Toxocaris leonina*):** A parasitic disease associated with cats, dogs and their environment.

**Salmonellosis (*Salmonella spp.*):** A bacterial disease associated with reptiles, birds, dogs, cats, horses, farm animals, and improper food preparation.

**Sarcoptic Mange (Scabies):** A parasitic skin disease caused by microscopic mites that burrow just beneath the surface of the skin. It is highly contagious to animals as well as to humans, and causes severe itching and skin irritation. Although the mites are not able to complete their life cycle on humans, they will cause quite a bit of itching and discomfort before they finally die.

**Tapeworm Infection (*Dipylidium caninum*):** A parasite associated with flea infections in cats and dogs.

**Toxoplasmosis (*Toxoplasma gondii*):** A parasitic disease that can be spread by contact with cat feces in soil or litter. It can cause serious health problems in pregnant women or in people with compromised immune systems.



**Tuberculosis or TB (*Mycobacterium tuberculosis*):** A bacterial disease associated with deer, elk, bison and cattle.

**Tularemia (*Francisella tularensis*):** A bacterial disease associated with sheep and wildlife, especially rodents and rabbits.

**West Nile Virus:** A viral disease spread by mosquitoes which can affect birds, horses, and other mammals.

**Yersiniosis (*Yersinia enterocolitica*):** A bacterial disease associated with dogs, cats, and farm animals. Also associated with improper preparation of chitterlings.

## **Disinfection**

The purpose of disinfection is not sterilization (which is the complete elimination of infectious organisms) but is sanitation - which is the reduction in the number of organisms to keep them within safe limits for public health. Sanitation and ventilation are the best methods of controlling the number of infectious organisms and the transmission of them to other animals.

Disinfecting an area requires the removal of everything from the kennel, the application of cleaners and disinfectant (by proper dilution) and after this process is complete, the return of animals to their proper place.

## Canine/Feline Physical Assessment

To identify an illness or abnormal situation, you must be able to recognize what is normal. Sometimes the condition is so serious it leaves no doubt that professional treatment is required. Frequently, the symptoms of an injured or ill animal are subtle and it is important that they are recognized. Early recognition of a serious problem can save a pet's life.

Before starting a hands-on exam, stand back and look at the animal. The posture, activity level, and general appearance can tell you a lot. Next start the physical exam, making sure to look at the following areas.



Vitals	Normal	Correction Required	Timely Intervention Required	Urgent Response Required
<b>Temperature (Rectal)</b>	100-102.5 Degrees F			Below 99 Degrees F Above 103 Degrees F without activity or excitement
<b>Pulse Rate</b>	Toy/Small Dog 90-120 bpm Medium Dog 70-110 bpm Large/Giant Dog 60-90 bpm Cat 150-200 bpm			Too rapid without activity or excitement or too slow. Pulse is weak, irregular, or hard to locate
<b>Respiration</b>	Dog 10-30 BPM Cat 20-30 BPM			Noisy Respiration Blue tongue (excluding Chow or Shar Pei type) Gasping for breath – Persistent panting – Labored breathing
<b>Mucus Membranes</b>	Clear and Moist Uniformly Pink	Clear to Sticky	Pale and Dry	Discolored white, gray, purple and/or dry
<b>Capillary Refill Time</b>	1-2 Seconds	2 Seconds	3 Seconds	4+ Seconds
<b>Skin Tent</b>	Less than 1 Second	1-2 Seconds	2-3 Seconds	4+ Seconds

	<b>Normal</b>	<b>Abnormal</b>
<b>Abdomen</b>	No lumps, bumps or masses No discomfort on palpation No distention of the abdominal wall	Any lump, bump, or mass may be abnormal Palpation causes groaning or difficulty breathing Indication of pain is a serious finding The abdomen feels hard or tense and it appears distended
<b>Eyes</b>	Bright, moist, and clear Centered between eyelids Pupils equal in size Pupils shrink equally when bright light is shined into either eye Pupils enlarge when the eyes are held close or the room is darkened	Dull, sunken eyes Eyes that appear dry Thick discharge from eyes One or both eyes not centered Pupils unequal in size Pupils fail to respond appropriately to bright light or dark
<b>Ears</b>	Skin smooth and without wounds Clean and dry Almost odor-free Typical carriage for breed Pain -free	Wounds or scab on skin—lumps or bumps on skin—any sign of rash Crust, moisture, or other discharge in ear canal Any strong odor from ear Atypical carriage for breed type Painful
<b>Hydration</b>	The skin snaps back into position in less than 1 second	The skin returns slowly or remains slightly tented
<b>Mouth</b>	Teeth are clean and white Gums are uniformly pink	Tartar accumulation around the base of the teeth The gums are red, pale, inflamed, or sore in appearance
<b>Neck, Chest, &amp; Breathing</b>	It is difficult to hear the pet breathe at all expect when panting The chest wall moves easily to and fro during respiration Most of the act of breathing is preformed by the chest wall. The abdominal wall barely moves The pet does not change respiratory pattern while being palpated	Dog--Heavy panting that cannot be controlled Cat—Panting for more than a few minutes An animal that appears to be puffing with quick short breaths Any unusual noise is heard while the pet is breathing could indicate a problem, especially if the noise is new for the pet There is noticeable effort by the pet to move the chest wall The abdomen is actively involved in the act of breathing Palpation of the chest or neck seems to cause pain or discomfort
<b>Nose</b>	Moist and clean	Dry or cracked Nasal discharge Bleeding
<b>Pulse</b>	Pulse is within normal ranges (see vitals) Pulse is easily palpated, strong, and regular	Too rapid or too slow Pulse is weak, irregular, or hard to locate
<b>Temperature</b>	Temperature is between 100 and 102.5 F The thermometer is almost clean when removed	Temperature is below 100 or above 103 There is evidence of blood, diarrhea, or black tarry stool on the thermometer when removed

## **Animal First Aid**

Emergency treatment and first aid for pets should never be used as a substitute for veterinary care. But it may save the pet's life before you can get the pet to a veterinarian.

### **Poisoning and Exposure to Toxins**

Poisoning is a pet emergency that causes a great deal of confusion for pet owners. In general, any products that are harmful for people are also harmful for pets. Examples

include cleaning products, rodent poisons and antifreeze. But you also need to be aware of common food items that may be harmful to the pet. The AVMA brochure ***Household Hazards*** offers a summary of what foods and common household items may pose a danger to the pet. Additional information and examples can be found on the other Web sites listed in this section.

If the pet's skin or eyes are exposed to a toxic product (such as many cleaning products), check the product label for the instructions for people exposed to the product; if the label instructs you to wash the hands with soap and water if you're exposed, then wash the pet's skin with soap and water (don't get any into its eyes, mouth or nose). If the label tells you to flush the skin or eyes with water, do this for the pet as soon as possible (if you can do it safely), and call a veterinarian immediately.

If you know the pet has consumed something that may be harmful, or if the animal is having seizures, losing consciousness, is unconscious or is having difficulty breathing, telephone the veterinarian, emergency veterinary clinic or the **Animal Poison Control Center** hotline (**888.426.4435** – available 365 days/year, 24 hours/day) immediately. There is a fee for the consultation.

If possible, have the following information available:

- Species, breed, age, sex, weight and number of animals involved
- Symptoms
- Name/description of the substance that is in question; the amount the animal was exposed to; and the length of time of the exposure (how long it's been since the pet ate it or was exposed to it).
- Have the product container/packaging available for reference.

Collect any material the pet may have vomited or chewed and place it in a plastic sealable bag to take with you when you bring the animal in for veterinary treatment.

#### ***Additional Information on Animal Poisoning:***

The American Society for the Prevention of Cruelty to Animals (ASPCA) offers additional information and resources:

#### **Seizures**

- Keep the pet away from any objects (including furniture) that might hurt it. Do not try to restrain the pet.
- Time the seizure (they usually last 2-3 minutes).
- After the seizure has stopped, keep the pet as warm and quiet as possible and contact the veterinarian.

#### **Fractures**

- Muzzle the pet.



- Gently lay the pet on a flat surface for support.
- While transporting the injured pet to a veterinarian, use a stretcher (you can use a board or other firm surface as a stretcher, or use a throw rug or blanket as a sling). If possible, secure the pet to the stretcher (make sure you don't put pressure on the injured area or the animal's chest) for transport—this may be as simple as wrapping a blanket around them.
- You can attempt to set the fracture with a homemade splint but remember that a badly-placed splint may cause more harm than good. If in doubt, it is always best to leave the bandaging and splinting to a veterinarian.

### **Bleeding (external)**

- Muzzle the pet.
- Press a clean, thick gauze pad over the wound, and keep pressure over the wound with the hand until the blood starts clotting. This will often take several minutes for the clot to be strong enough to stop the bleeding. Instead of checking it every few seconds to see if it has clotted, hold pressure on it for a minimum of 3 minutes and then check it.
- If bleeding is severe and, on the legs, apply a tourniquet (using an elastic band or gauze) between the wound and the body, and apply a bandage and pressure over the wound. Loosen the tourniquet for 20 seconds every 15-20 minutes. Severe bleeding can quickly be life-threatening—get the animal to a veterinarian *immediately* if this occurs.

### **Bleeding (internal)**

- Symptoms: bleeding from nose, mouth, rectum, coughing up blood, blood in urine, pale gums, collapse, weak and rapid pulse.
- Keep animal as warm and quiet as possible and transport immediately to a veterinarian.

### **Burns**

- Chemical
  - Muzzle the animal.
  - Flush burn immediately with large quantities of water.
- Severe
  - Muzzle the animal.
  - Quickly apply ice water compress to burned area.

### **Choking**

- Symptoms: difficulty breathing, excessive pawing at the mouth, choking sounds when breathing or coughing, blue-tinged lips/tongue.

- Use caution – a choking pet is more likely to bite in its panic.
- If the pet can still breathe, keep it calm and get it to a veterinarian.
- Look into the pet's mouth to see if a foreign object is visible. If you see an object, gently try to remove it with pliers or tweezers, but be careful not to push the object further down the throat. Don't spend a lot of time trying to remove it if it's not easy to reach—don't delay and get the pet to a veterinarian immediately.
- If you can't remove the object or the pet collapses, place both hands on the side of the pet's rib cage and apply firm quick pressure or lay the pet on its side and strike the rib cage firmly with the palm of the hand 3-4 times. The idea behind this is to sharply push air out of their lungs and push the object out from behind. Keep repeating this until the object is dislodged or until you arrive at the veterinarian's office.

### **Heatstroke**

- **Never** leave the pet in the car on warm days. The temperature inside a car can rise very quickly to dangerous levels, even on milder days. Pets can succumb to heatstroke very easily and must be treated very quickly to give them the best chance of survival.
- If you cannot immediately get the pet to a veterinarian, move it to a shaded area and out of direct sunlight.
- Place a cool or cold, wet towel around its neck and head (do not cover the pet's eyes, nose or mouth).
- Remove the towel, wring it out, and rewet it and rewrap it every few minutes as you cool the animal.
- Pour or use a hose to keep water running over the animal's body (especially the abdomen and between the hind legs) and use the hands to massage its legs and sweep the water away as it absorbs the body heat.
- Transport the pet to a veterinarian as soon as possible.

### **Shock**

- Symptoms: weak pulse, shallow breathing, nervousness, dazed eyes.
- Usually follows severe injury or extreme fright.
- Keep animal restrained, warm and quiet.
- If animal is unconscious, keep head level with rest of body.
- Transport the pet immediately to a veterinarian.

### **What to do if the pet is not breathing**

- Stay calm
- If possible, have another person call the veterinarian while you help the pet.
- Check to see if the pet is unconscious.

- Open the pet's airway by gently grasping its tongue and pulling it forward (out of the mouth) until it is flat. Check the animal's throat to see if there are any foreign objects blocking the airway (see the section above on **Choking**)
- Perform rescue breathing by closing the pet's *mouth* (hold it closed with the hand) and breathing with the mouth directly into its *nose* until you see the animal's chest expand. Once the chest expands, continue the rescue breathing once every 4 or 5 seconds.

### **What to do if the pet has no heartbeat**

Do not begin chest compressions until you've secured an airway and started rescue breathing (see the section above, **What to do if the pet is not breathing**).

- Gently lay the pet on its right side on a firm surface. The heart is located in the lower half of the chest on the left side, just behind the elbow of the front left leg. Place one hand underneath the pet's chest for support and place the other hand over the heart.
- For dogs, press down gently on the pet's heart about one inch for medium-sized dogs; press harder for larger animals and with less force for smaller animals.
- To massage the hearts of cats and other tiny pets, cradle the hand around the animal's chest so the thumb is on the left side of the chest and the fingers are on the right side of the chest, and compress the chest by squeezing it between the thumb and fingers.
- Press down 80-120 times per minute for larger animals and 100-150 times per minute for smaller ones.
- Don't perform rescue breathing and chest compressions at the same exact time; alternate the chest compressions with the rescue breaths, or work as a team with another person so one person performs chest compressions for 4-5 seconds and stops long enough to allow the other person to give one rescue breath.
- Continue until you can hear a heartbeat and the pet is breathing regularly, or you have arrived at the veterinary clinic and they can take over the resuscitation attempts.

Please remember that the pet's likelihood of surviving with resuscitation is very low. However, in an emergency it may give the pet its only chance.

**Always remember that any first aid administered to the pet should be followed by immediate veterinary care. First aid care is not a substitute for veterinary care, but it may save the pet's life until it receives veterinary treatment.**

Reference: <https://www.avma.org/public/EmergencyCare/Pages/Basic-Pet-First-Aid-Procedures.aspx>

## **Investigations**

The basic duties of an animal control officer are to protect and serve the public and to protect animals, to treat people and animals with respect and to be an ambassador for responsible pet ownership. As with all law enforcement personnel, they are required to be professional both on and off duty and obey the laws they enforce. Above all else, ACO's need to make sure they go home safely at the end of each shift.

Animal control officers maintain public safety by enforcing animal licensing laws and humane care regulations while on patrol. Animal control officers are responsible for capturing and impounding dangerous or stray animals, investigating cases of animal cruelty, enforcing licensing laws, providing expert testimony in court cases, rescuing trapped animals, writing incident reports, and providing humane care to animals under their supervision.



Having said this, an investigation can begin at any time in a multitude of ways. A call can come into the communications center and an ACO can be dispatched to the location. Another officer within the department can pass a case on to you.

Veterinarians and health care professionals are mandatory reporters of animal bites. If they treat a person or pet with an animal bite, they are required to report it to you. You may find an issue or violation while on patrol or while investigating another case. Regardless of how the ACO is given the case, the basics of investigation are the same.

Officers should be thoroughly versed in the codified law and their authority to enforce it, prior to responding to a call.

**Document, Document, Document!**

**Who, what, when, where, why and how.**

**Remember, preparation for court begins as soon as you receive the call.**

## Interviews

Generally speaking, your first contact will be with the Reporting Party (RP). It is the ACO's job to get the RP's version of events, making sure they get a clear description of all parties involved. Remember, not everyone is familiar with animal breeds so be sure to get coat color, length, markings and size.

In addition to who, what, when, where, why and how you oftentimes will need to ask where the animal owner and animal are located. If the animal was unattended at the time of the violation, it may have left the scene. Arriving at the interview with a prepared list of questions & topics can help make sure you have gotten all of the information you will need. If possible, or practical, record the conversation, either with a voice recorder or body camera.

Take careful notes. Good notes are the basis for a complete and accurate report. You can ask the interviewee to repeat themselves or clarify their statement. Your notes should contain only facts based on your observations. Leave out any opinions, as your notes are discoverable in court.

Repeat back to them what you believe they have told you, to ensure you get their story the way they intended. Develop a rapport with the interviewee and try to put them at ease. Oftentimes, simply complimenting their home or petting their animal can assist this process.

Pay close attention to their non-verbal communication. While words may be chosen to paint the situation as the interviewee prefers, non-verbal communication is not easily controlled. Body language, eye contact and posture are all examples of non-verbal communication.

Have each interviewee fill out a statement form. Oftentimes, the party filling out the form will leave out information, so be sure not to skimp on your own documentation, just because they are providing a written statement.

Once you have completed the initial contact with the RP, you will need to follow up with whatever witnesses there may be. Treat each witness as though they are a new Reporting Party. Have them give you all the information they have including clear descriptions of all the people and animals involved. This allows you to compare the information from each person and create a clear picture of what may have happened. Record these conversations as well, if possible. It is good to get statement forms from everyone who may have seen the violation.

Remember there may be witnesses that have not been provided for you. Talk to neighbors or people working in the area of the violation. Be sure not to exclude exculpatory evidence.

As an ACO it is your job to collect all the information available, put it into a report, press charges (when applicable), and forward your report and documentation to the prosecutor. It is not your job to decide who is guilty and create a report to support that.

The remaining party to interview, is the suspect or animal owner. Again this should be handled just like all of the other interviews. Give them an opportunity to tell their side of the story. Record if possible, take thorough notes, & get a statement.

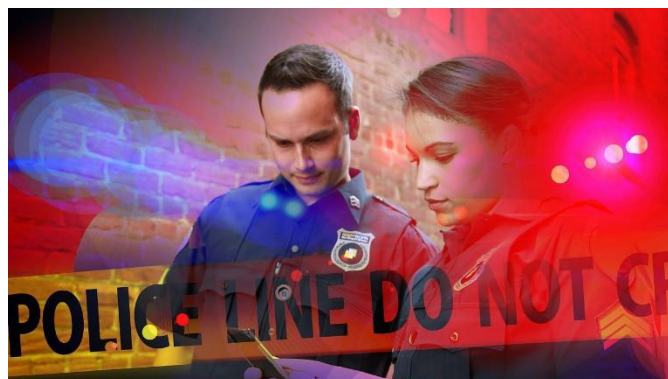
The decision to write a citation, summons or take other action, does not need to happen immediately. Often times reviewing all of the information can clarify what happened and alter your initial perception of the events.

### The Scene

Upon arriving in the area of the reported violation, begin observing and documenting your surroundings. For example, on a barking dog call; stop your vehicle a block or more from the house. Roll your windows down and slowly approach the “suspect” residence. Record any barking, or lack of barking that you observe.

If looking for a loose animal, you may need to get out of your vehicle and whistle or call for it. See if there may be other animals in the area that may have been mistaken for the animal in question.

Look for owners that may be looking for a lost dog.



Prior to entering the property, ensure you have the legal right to do so. A citizen's car, home and curtilage are protected by the fourth amendment of the United States Constitution, which governs “Search and Seizure.”



***The curtilage*** - the area immediately adjacent to a house or dwelling, such as a porch or yard.

Make yourself familiar with the “plain view doctrine” and open field’s law, as these will both guide you to good decisions when contemplating entry onto private property, collect evidence and document what you have seen.

Plain view doctrine - allows the seizure of contraband, fruits of a crime, mere evidence as well as other things illegal to possess, without a warrant, when a law enforcement officer is lawfully upon the premises.

Open field’s doctrine - the legal doctrine that a "warrantless search of the area outside a property owner's curtilage" **does** not violate the Fourth Amendment **to** the United States Constitution.

If you do not have the legal right to continue gathering evidence, physical or digital, you will need to obtain a search warrant. Search warrants may be obtained at a municipal or state level. Be cognizant of your legal authority and possible limitations of your legal authority. Work with your prosecutor or law enforcement partners to ensure you are taking appropriate measures to obtain a lawful warrant.

Begin photographing a scene as soon as you have the property in site. You will need to take photographs that fall into the three categories described below.

*Overview:* a picture of the entire scene including the entire room or property where the violation has occurred.

*Mid-range:* As you near the exact location of the violation begin to take more pictures of specific items, animals or other subjects of interest.

*Close-up:* Take pictures of individual animals, bite wounds or other subjects of interest as closely as you can and still maintain a clear picture of the subject matter.

In close-up pictures in particular, you should use either a marker, or common item such as a coin or pencil, to demonstrate the size and shape of any bite or other wound.

In addition to photographs you should include sketches. A good scene diagram with accompanying photographs will help the court and the jury see the situation as you

saw the scene. A scene diagram or sketch should be done from an aerial or birds-eye view and should include the entire scene.

Part of an ACO's documentation might involve body condition scoring. Condition scoring charts are important because they provide a subjective and consistent system for assessing the body condition of animals. Collection of physical evidence should only begin after all the photographs have been taken.

Your department should have an evidence receipt form available to you. Do not recreate forms that are already available. Standard forms are important because they will help insure that the ACO collects or provides all necessary information and has a permanent record of that information.

Carefully document each person that comes into contact with the physical evidence. This documentation, called the chain of custody, is discoverable in court and creates accounting for everyone who has handled the evidence as well as where that evidence has been.

### Charges

Once all parties have been interviewed, the scene has been investigated and any evidence has been collected, you should have an idea of what transpired. Oftentimes there has not been a clear violation and no action is required.

If there has been a violation of the law or ordinance, you have several options. As an officer you have discretion, or the freedom to decide what should be done. An officer has the discretion, where applicable, to cite a person under local charges versus state charges.

ACO's are ambassadors for responsible pet ownership. Keeping that in mind, what action is required in each situation to solve the problem at hand?

Sometimes education and a verbal warning can solve the problem. Providing an animal owner with the tools to correct the situation on their own is often the fastest way to a solution.

Some people will not respond to an easy, laid back approach. This does not mean the ACO needs to be aggressive in their speech or non-verbal communication. It simply means the animal owner may need to receive an infraction or a summons in order to take the situation more seriously.

An infraction is a violation in which the only penalty is a monetary fine. A summons means the person is required to show up for a predetermined court date so a judge can decide what the best course of action is to solve the problem.

When serving a citation or summons to a citizen, be sure to maintain a safe reactionary distance of approximately six feet. Do not turn your back on a party to write a citation. When practical, return to your vehicle or office to fill the citation out before serving.

ACO's, even if they are sworn civilians (non POST) or have a Bureau of Animal Protection commission, do not have the authority to detain a person or effect an arrest. If a party is to be arrested, you must have a POST certified law enforcement officer from that jurisdiction do so on your behalf.

## Court

Testifying in court can be nerve racking for even the most experienced officers. Your best chance is to go in to court as prepared as possible. Remember you have been preparing for this since the call came in.

There are two types of trial. A bench trial, where a judge alone determines the guilt of the defendant, and a jury trial, where a jury of community members, chosen by the attorneys, determine the guilt of the defendant.



In each court room there will be a myriad of people. The judge will be sitting at a bench, often raised above the rest of the room. There is a seat, witness stand, with a microphone where witnesses for both sides will sit to give their testimony. There will be rows of seats that will hold the jury in the event of a jury trial.

There are two desks or tables, facing the judge. These tables will house the defense attorney and the accused party, or the defendant. The other table will house the

prosecution, known as the District Attorney, Prosecutor, City Attorney or County Attorney. Also at this table may be the injured party, or the complainant. There will be a person, usually placed near the judge and witness stand, with a modified typing machine in front of them. This is the court recorder. Also present is the bailiff. The bailiff sees to the security and safety of the courtroom as well as acting as an assistant to the judge.

Sometimes the investigating officer may be the lone witness in a case. Many times, prosecuting attorneys have little experience in animal law. The ACO may be asked to sit at the prosecution table to assist as an advisory witness. The prosecution may have you deemed an expert in Colorado animal law. This will make you an expert witness.

In some cases, you may not be allowed into the courtroom except when you are called to testify. You may spend hours, or days even outside of the courtroom waiting.

When in court, dress professionally. Treat everyone in the room with respect, including the defendant. When you are testifying, be clear and concise in your answers and above all else be truthful. Do not make up answers or fill in the blanks of your memory. You should have gone over your report prior to the date of trial, but if you still can't recall a specific bit of information, you may ask to look at your notes. Juries and judges will evaluate the evidence presented as well as the credibility of the person presenting testimony. Do not attempt to chat or joke with any members of the court. Your ability to conduct yourself with professionalism and not to allow yourself to get angry or defensive will lend itself to your credibility. If you make a mistake in your testimony, notify the prosecuting attorney immediately.

## **Blood Sports**

Wikipedia defines blood sports as a category of sport or entertainment that involves bloodshed. Common examples of the former include combat sports such as cockfighting and dog fighting and some forms of hunting and fishing. In the animal welfare industry, the subject of blood sports is usually associated with dog fighting and/or cock fighting.



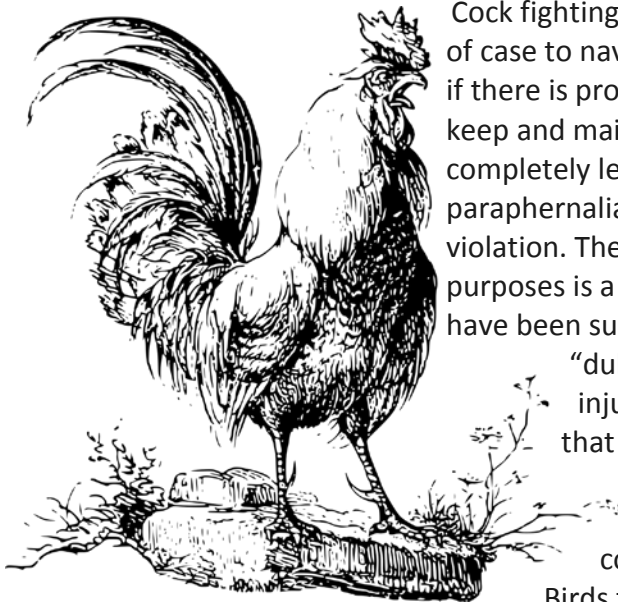
Animal cruelty, dog fighting and cock fighting are illegal in all 50 U.S states. Animal control officers are often called out on reports of suspected dog fighting or cock fighting operations. Many times, when a report of dog fighting or cock fighting arises, the reporting person(s) will make mention of several key clues such as; Dogs living on chains separated from one another, dogs with scarring around the face and legs, numerous animals on property, etc. There

are times when a confidential informant, referred to as a CI, may be a valuable resource. A CI is person who might be able to provide classified information to the Officer while remaining anonymous. This person may also continue to provide the ACO or Law Enforcement with information throughout the entirety of the investigation or court case.

Blood Sports are commonly associated with other violations of the law. Anytime an animal control officer proceeds to investigate one of these reports it is highly recommended that the ACO calls upon the assistance of general Law Enforcement. Dog fighting in its very nature involves illegal gambling. Animal fighting operations are usually comprised of several other acts of illegal activity.

Generally speaking, dog fighters and/or cock fighters have been identified in the following three categories; Serious, Hobbyists and Streetfighters. Serious or professional “Dog Men” are usually more high level and maintain high stake, well organized operations. An actual professional fight often includes contracts and rules. These types of operations are more organized and preplanned compared to the hobbyists or street fights. Hobbyists are usually comprised of individuals that live close together and are normally on the verge of becoming more serious fighters. These individuals usually tend to be slightly older males between the ages of 24-40 years old. Streetfighters usually conduct business in public areas and are lower level operations often associated with gang activity. Streetfighters are infamous for engaging in this type of criminal activity because it makes them feel more “macho” or “tough.” Street fighters are not usually interested in breeding and the long-term operations of animal fighting.

When an ACO is called upon to investigate reports of animal fighting, extreme caution should be exercised. It is critical that an ACO be aware of their location, nearest exit or escape points and any possible threats. Some of the more obvious types of evidence would include items such as treadmills, bite sticks, scarring on the animal, etc. Some of the less obvious types of evidence may include but are not be limited to; medicines, syringes, weight scales, heavy chains, breeding stands, dietary or weight gain supplements, pedialyte, fighting publications, papers indicating blood lineage, receipts, etc. Cell phones may also be a valuable piece of evidence. Keep in mind if a cell phone was seized as evidence and/or through a warrant it will require a secondary warrant to be obtained to search the contents of the cell phone and also may require additional search warrants to search or access the person(s) social media platforms. It is always possible that the evidence collection could be challenged or dissected in a court of law so always use diligence in chain of custody logs and/or crime scene technicians with general Law Enforcement.



Cock fighting, as with animal fighting in general, is a difficult type of case to navigate. Fighting paraphernalia is key to determining if there is probable cause of the violation. Many bird enthusiasts keep and maintain “Gamecocks” to show and breed in a completely legal manner. It is with the existence of fighting paraphernalia where one can prove or reach probable cause of violation. The most common type of Gamecock used for fighting purposes is a male rooster whose wattles, comb and earlobes have been surgically removed, commonly referred to as “dubbing.” Dubbing is performed to lessen the risk to injury to those areas. Another physical characteristic that can be observed in fighting cocks is the removal of the birds spur so that a blade or gaff can be attached. The prefight conditioning period for cock fighting is commonly referred to as the “keep.” Birds that are in the “keep” are being conditioned such as

a dog that is being trained for a fight. The owners/handlers are working on stamina and endurance before the actual fight takes place. Similar to dog fighters, performance enhancing drugs and vitamins are also given to birds to increase the chances of winning the fight.

When preparing a case for prosecution, an ACO should be diligent in documentation and follow through. Animals used in fighting operations are commonly kept in a more rural, remote location so it would be wise for an ACO to draw a sketch of the property to include the entrance, exits and indications of where all the animals were located on the property. This map would also serve as a valuable resource if an officer is called upon to testify in court on specifics of locations. Specific animal identification numbers should be assigned for easy reference and proper identification. Another valuable tool for an animal fighting case is to direct the prosecution attorneys to obtain expert witnesses from reputable sources such as the ASPCA, NACA, HSUS, etc. It is crucial that ACO’s stay in communication with the prosecutors to help guide the case progression.



## **Large Scale Impounds/Mass Seizures**

There may be times in an ACO's career that they will be called upon to assist or lead a call resulting in large scale impounds. A large scale impound may include but is not limited to a hoarding situation, cruelty case involving multiple animals, or blood sport operations where multiple animals are affected. The impoundment of multiple animals requires collaboration from numerous areas to include veterinarians, shelter/kennel staff, etc. There are two types of mass animal seizures; exigent circumstances and search warrants.

Exigent circumstances are defined as needing prompt action without any time to obtain a warrant. This is a decision that an officer would make based off of observations involving the totality of circumstances. Some examples of when an ACO may determine exigent circumstances are: animal hoarding, blood sports, animals unattended in vehicles, abandoned animals, severely sick or injured animals requiring immediate care, or circumstances to prevent the destruction of evidence. It is important to remember if you are acting upon exigency you are simply addressing the immediate need, i.e. providing aid to an animal, taking an animal to a veterinarian, etc. If you enter upon a dwelling or property on exigency, this does not give you authority to search additional items or property. In the event an ACO discovers any other items of evidence or criminal activity, an ACO must pursue a warrant through the appropriate Law Enforcement channels.

Search warrants are used when action is required but not immediate in nature. Search warrants are written orders by a judge who permits a Law Enforcement Officer to search a specified location for person(s) or item(s) to be seized. It is important to know your local laws, but generally speaking, most search warrants must be served within 10 days of signature. When conducting search warrants, officers may stay on scene as long as it takes to be thorough in the seizure process. In the event it becomes late, some jurisdictions allow for an officer to post on scene throughout the night until the area becomes safe again to work in. Once the scene is completely vacated, a new search warrant must be obtained to return to the property.

Documentation is one of the most crucial aspects of any seizure. It is important that an ACO know the animals that have been seized, keep track of all medical and behavior records and maintain lawful and proper care for the animals while they are in the impounding agency's custody. Most of the time, animals are housed at the ACO's animal welfare agency however there may be times when a mass seizure exceeds the resources that can be provided at one facility. When this type of situation arises, an offsite facility or other shelter may be used. Any change in status of the animal(s) should be thoroughly documented and monitored while in protective custody.

## **Communication**

**Communication is simply the act of transferring information from one place to another.**

Although this is a simple definition, when we think about the many ways we communicate, the subject becomes a lot more complex. There are various categories of communication and more than one may occur at any time.

The different categories of communication include:

- ❑ **Spoken or Verbal Communication: face-to-face, telephone, radio or television and other media.**
- ❑ **Non-Verbal Communication: body language, gestures, how we dress or act - even our scent.**
- ❑ **Written Communication: letters, e-mails, books, magazines, the Internet or via other media.**
- ❑ **Visualizations: graphs and charts, maps, logos and other visualizations can communicate messages.**

***The desired outcome or goal of any communication process is understanding.***

The process of **interpersonal communication** cannot be regarded as a phenomena which simply “happens,” but should be seen as a process which involves participants negotiating their role in this process, whether consciously or unconsciously.



Senders and receivers are of course vital in communication. In face-to-face communication the roles of the sender and receiver are not always obvious as both parties communicate with each other, even if in very subtle ways, through eye-contact (or lack of) and general body language.

There are many other subtle ways that we communicate (perhaps even unintentionally) with others, for example the tone of our voice can give clues to our mood or emotional state, whilst hand signals or gestures can add to a spoken message.

In written communication the sender and receiver are more distinct. Today we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.

### **The Communication Process**

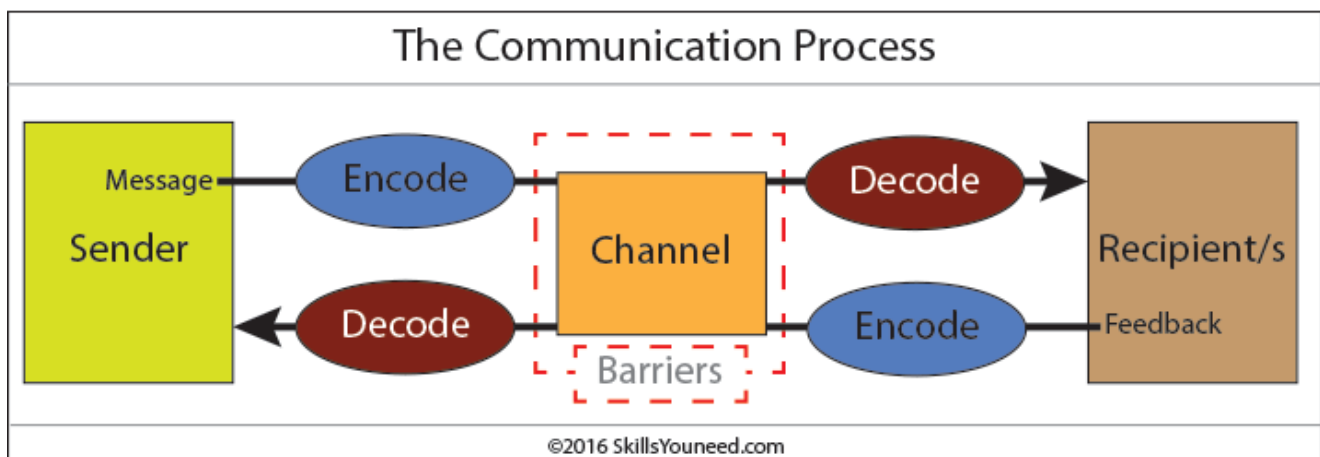
**A message or communication is sent by the sender through a communication channel to a receiver, or to multiple receivers.** The sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel, and the receiver(s) then decodes the message to understand its meaning and significance.

**Misunderstanding can occur at any stage of the communication process.** Effective communication involves minimizing potential misunderstanding and overcoming any barriers to communication at each stage in the communication process.

**An effective communicator understands their audience,** chooses an appropriate communication channel, hones their message to this channel and encodes the message to reduce misunderstanding by the receiver(s).

They will also seek out **feedback** from the receiver(s) as to how the message is understood and attempt to correct any misunderstanding or confusion as soon as possible.

Receivers can use techniques such as **Clarification** and **Reflection** as effective ways to ensure that the message sent has been understood correctly.



## Communication Channels

Communication theory states that communication involves a sender and a receiver (or receivers) conveying information through a communication channel.

**Communication Channels** is the term given to the way in which we communicate. There are multiple communication channels available to us today, for example face-to-face conversations, telephone calls, text messages, email, the Internet (including social media such as Facebook and Twitter), radio and TV, written letters, brochures and reports to name just a few.

**Choosing an appropriate communication channel** is vital for effective communication as each communication channel has different strengths and weaknesses.

For example, broadcasting news of an upcoming event via a written letter might convey the message clearly to one or two individuals but will not be a time or cost effective way to broadcast the message to a large number of people. On the other hand, conveying complex, technical information is better done via a printed document than via a spoken message since the receiver is able to assimilate the information at their own pace and revisit items that they do not fully understand.

Written communication is also useful as a way of recording what has been said, for example taking minutes in a meeting.

## Encoding Messages

**All messages must be encoded into a form that can be conveyed by the communication channel chosen for the message.**

We all do this every day when transferring abstract thoughts into spoken words or a written form. However, other communication channels require different forms of encoding, e.g. text written for a report will not work well if broadcast via a radio program, and the short, abbreviated text used in text messages would be inappropriate if sent via a letter.

Complex data may be best communicated using a graph or chart or other visualization.

Effective communicators encode their messages with their intended audience in mind as well as the communication channel. This involves an appropriate use of language, conveying the information simply and clearly, anticipating and eliminating likely causes of confusion and misunderstanding, and knowing the receivers' experience in decoding other similar communications. Successful encoding of messages is a vital skill in effective communication.

## Decoding Messages

**Once received, the receiver/s need to decode the message. Successful decoding is also a vital communication skill.**

People will decode and understand messages in different ways based upon any **Barriers to Communication** which might be present, their experience and understanding of the context of the message, their psychological state and the time and place of receipt as well as many other potential factors.

Understanding how the message will be decoded, and anticipating as many of the potential sources of misunderstanding as possible, is the art of a successful communicator.

## Feedback

**Receivers of messages are likely to provide feedback on how they have understood the messages through both verbal and non-verbal reactions.**

Effective communicators pay close attention to this feedback as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected.

Bear in mind that the extent and form of feedback will vary according to the communication channel used: for example feedback during a face-to-face or telephone conversation will be immediate and direct, whilst feedback to messages conveyed via TV or radio will be indirect and may be delayed, or even conveyed through other media such as the Internet.



Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication. Interpersonal communication is not just about what is actually said - the language used - but *how* it is said, and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

**When two or more people are in the same place and are aware of each other's presence, then communication is taking place, no matter how subtle or unintentional.**

**Without speech, an observer may be using cues of posture, facial expression, and dress to form an impression of the other's role, emotional state, personality and/or intentions. Although no communication may be intended, people receive messages through such forms of non-verbal behavior.**

**Much research has been done to try to break down interpersonal communication into a number of elements in order that it can be more easily understood. Commonly these elements include:**

## **The Communicators**

For any communication to occur there must be at least two people involved. It is easy to think about communication involving a sender and a receiver of a message. However, the problem with this way of seeing a relationship is that it presents communication as a **one-way process** where one person sends the message and the other receives it. While one person is talking and another is listening, for example.

In fact communications are almost always complex, **two-way processes**, with people sending and receiving messages to and from each other simultaneously. In other words, communication is an interactive process. While one person is talking the other is listening - but while listening they are also sending feedback in the form of smiles, head nods etc.

## **The Message**

Message not only means the speech used or information conveyed, but also the non-verbal messages exchanged such as **facial expressions, tone of voice, gestures and body language**. Non-verbal behavior can convey additional information about the spoken message. In particular, it can reveal more about emotional attitudes which may underlie the content of speech.

## **Noise**

Noise has a special meaning in communication theory. It refers to anything that distorts the message, so that what is received is different from what is intended by the speaker. Whilst physical 'noise' (for example, background sounds or a low-flying jet plane) can interfere with communication, other factors are considered to be "noise." The use of **complicated jargon, inappropriate body language, inattention, disinterest, and cultural differences** can be considered 'noise' in the context of interpersonal communication. In other words, any distortions or inconsistencies that occur during an attempt to communicate can be seen as noise.

## Feedback

Feedback consists of messages the receiver returns, which allows the sender to know how accurately the message has been received, as well as the receiver's reaction. The receiver may also respond to the unintentional message as well as the intentional message. Types of feedback range from direct verbal statements, for example, "Say that again, I don't understand," to subtle facial expressions or changes in posture that might indicate to the sender that the receiver feels uncomfortable with the message. Feedback allows the sender to regulate, adapt or repeat the message in order to improve communication.

## Context

All communication is influenced by the context in which it takes place. However, apart from looking at the situational context of where the interaction takes place, for example in a room, office, or perhaps outdoors, the social context also needs to be considered. For example, consider the roles, responsibilities and relative status of the participants. The emotional climate and participants' expectations of the interaction will also affect the communication.

## Channel

The channel refers to the physical means by which the message is transferred from one person to another. In a face-to-face context the channels which are used are speech and vision, however during a telephone conversation the channel is limited to speech alone.

## Principles of Interpersonal Communication

Common to all interpersonal communications are some basic principles.

These principles govern the effectiveness of our communications; they may be simple to understand but can take a lifetime to master.

This page explains these principles and gives examples of how, why and when interpersonal communication occurs.

### Interpersonal Communication is Not Optional

**We may, at times, try not to communicate; but not communicating is not an option. In fact the harder we try not to communicate, the more we do! By not communicating we are communicating something: perhaps that we are shy, perhaps that we are angry or sulking, perhaps that we are too busy. Ignoring somebody *is* communicating with them. We may not tell them we are ignoring them but through non-verbal communication we hope to make that apparent.**

**We communicate far more and far more honestly with non-verbal communication than we do with words.** Our body posture and position, eye-contact (or lack of it), the smallest and most subtle of mannerisms are all ways of communicating with others. Furthermore, we are constantly being



communicated to, we pick up signals from others and interpret them in certain ways and whether or not we understand is based on how skilled we are at interpreting interpersonal communication.

### **Once it's Out, it's Out.**

**The process of Interpersonal Communication is irreversible, you can wish you hadn't said something and you can apologize for something you said and later regret - but you can't take it back.**

We often behave and therefore communicate to others based on previous communication encounters. These encounters may or may not be appropriate points of reference. We stereotype people, often subconsciously, maybe by gender, social standing, religion, race, age and other factors – stereotypes are generalizations, often exaggerated.

Because of these stereotypes, when we communicate with people, we can carry with us certain preconceptions of what they are thinking or how they are likely to behave and we may have ideas about the outcome of the conversation.

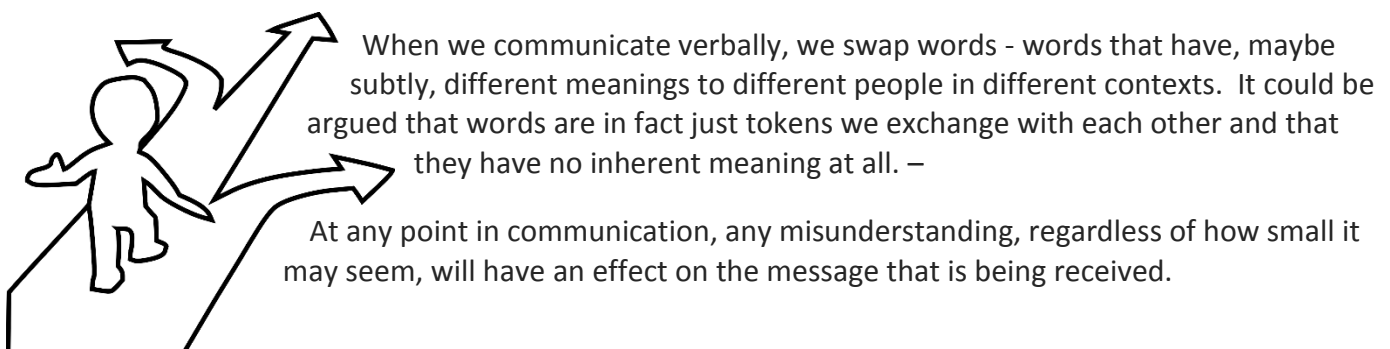
These preconceptions affect how we speak to others, the words we use and the tone of voice. We naturally communicate in a way that we think is most appropriate for the person we are talking to. Unfortunately, our preconceptions of others are often incorrect. This can mean that our communication is inappropriate and therefore more likely to be misunderstood. As the goal to all communication has to be understanding, it can be said that we have failed to communicate. By communicating in this way (being influenced by preconceived ideas) we foster further stereotyping of the person we are speaking to, thus exasperating the problem.

Start all interpersonal communication with an open mind; listen to what is being said rather than hearing what you expect to hear. You are then less likely to be misunderstood or say things that you regret later.

### **Endless Complexity**

**No form of communication is simple, there are many reasons why communication is taking place, how it is taking place and how messages are being broadcast and received.**

**Variables in communication, such as language, environment and distraction as well as the individuals involved in communicating all have an effect on how messages are sent, received and interpreted.**



## The Context of Communication

**All communication has a context; communication happens for a reason.**

Communication can fail because one or more of the participants overlook the context. To help avoid misunderstandings, and therefore communicate more effectively, it is important that the context of the communication is understood by all. Why is the communication happening? It is important that participants are on the same “wavelength” so that they understand why the communication is occurring. It may be useful to start a larger conversation by explaining why it is happening.

**Knowing why communication is occurring is an important first step - there are however problems that affect the context of the communication:**

### Timing

Timing is fundamental to successful communication. As well as considering a suitable time to hold a conversation, you should make sure that there is enough time to cover all that is needed, including time to clarify and negotiate. Talking to an employee about a strategic decision five minutes before they have to leave the office for the day, for example, would probably not be as successful as having the same conversation the following morning.

### Location

It should be fairly obvious that communication is going to be less effective if it is conducted in a noisy, uncomfortable or busy place. Such places have many distractions and often a lack of privacy.

### Misconceptions

**The context of communication is also governed by our own feelings about it.**

As already discussed, we stereotype people and therefore can develop inaccurate misconceptions and false assumptions. When communicating we may assume that:

- ❑ all parties know what we are talking about;
- we know the other person’s views and opinions of the situation;
- ❑ we should not show any emotion;
- ❑ we are right, they are wrong.

There are many other examples of misconceptions highlighting the importance of careful **reflection** and **clarification** in all communication.

## Common Barriers to Effective Communication

- ❑ **The use of jargon.** Over-complicated, unfamiliar and/or technical terms.
- **Emotional barriers and taboos.** Some people may find it difficult to express their emotions and some topics may be completely “off-limits” or taboo. Taboo or difficult topics may include, but are not limited to, politics, religion, disabilities (mental and physical), sexuality and sex, racism and any opinions that may be seen as unpopular.
- ❑ **Lack of attention, interest, distractions, or irrelevance to the receiver.**

- ❓ **Differences in perception and viewpoint.**
- ❓ **Physical disabilities such as hearing problems or speech difficulties.**
- ❓ **Physical barriers to non-verbal communication.** Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective. Phone calls, text messages and other communication methods that rely on technology are often less effective than face-to-face communication.
- ❓ **Language differences and the difficulty in understanding unfamiliar accents.**
- ❓ **Expectations and prejudices which may lead to false assumptions or stereotyping.** People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.
- ❓ **Cultural differences.** The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

**A skilled communicator must be aware of these barriers and try to reduce their impact by continually checking understanding and by offering appropriate feedback.**

## Barriers to Effective Communication

There are many reasons why interpersonal communications may fail. In many communications, the message (what is said) may not be received exactly the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood.

The skills of Active Listening, Clarification and Reflection may help but the skilled communicator also needs to be aware of the barriers to effective communication and how to avoid or overcome them.

**There are many barriers to communication and these may occur at any stage in the communication process. Barriers may lead to your message becoming distorted and you therefore risk wasting both time and/or money by causing confusion and misunderstanding.**

**Effective communication involves overcoming these barriers and conveying a clear and concise message.**

## The 10 Principles of Listening

A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said.

Effective listening therefore involves observing body language and noticing inconsistencies between verbal and non-verbal messages, as well as just what is being said at any given moment.

**For example, if someone tells you that they are happy with their life but through gritted teeth or with tears filling their eyes, you should consider that the verbal and non-verbal messages are in conflict. Maybe they don't mean what they say.**

**Listening is therefore not just a matter of using your ears, but also your eyes. There are ten principles behind really good listening.**

### **1. Stop Talking**

**Don't talk, listen.**

*"If we were supposed to talk more than we listen, we would have two tongues and one ear." - Mark Twain*

When somebody else is talking, listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. **Stop, just listen.**

When the other person has finished talking you may need to clarify to ensure you have received their message accurately.

### **2. Prepare Yourself to Listen**

**Relax.**

Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – what's for lunch, what time do I need to leave to catch my train, is it going to rain – try to put other thoughts out of mind and concentrate on the messages that are being communicated.

### **3. Put the Speaker at Ease**

**Help the speaker to feel free to speak.**

Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue.

Maintain eye contact but don't stare – show you are listening and understanding what is being said.

### **4. Remove Distractions**

**Focus on what is being said.**

Don't doodle, shuffle papers, look out the window, pick your fingernails or similar. Avoid unnecessary interruptions. These behaviors disrupt the listening process and send messages to the speaker that you are bored or distracted.

### **5. Empathize**

**Try to understand the other person's point of view.**

Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathize with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

### **6. Be Patient**

**A pause, even a long pause, does not necessarily mean that the speaker has finished.**

Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

### **7. Avoid Personal Prejudice**

### **Try to be impartial.**

Don't become irritated and don't let the person's habits or mannerisms distract you from what the speaker is really saying.

Everybody has a different way of speaking - some people are more nervous or shy than others, some have regional accents or make excessive arm movements and some people like to pace whilst talking - others like to sit still.

Focus on what is being said and try to ignore styles of delivery.

## **8. Listen to the Tone**

### **Volume and tone both add to what someone is saying.**

A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.

## **9. Listen for Ideas – Not Just Words**

### **You need to get the whole picture, not just isolated bits and pieces.**

Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus, this becomes easier.

## **10. Wait and Watch for Non-Verbal Communication**

### **Gestures, facial expressions, and eye-movements can all be important.**

We don't just listen with our ears but also with our eyes – watch and pick up the additional information being transmitted via non-verbal communication.

## **Types of Listening**

Most people, most of the time, take listening for granted; it's something that just happens. It is only when you stop to think about listening and what it entails that you begin to realize that listening is in fact an important skill that needs to be nurtured and developed.



### **General Listening Types:**

**The two main types of listening - the foundations of all listening sub-types are:**

- ❑ **Discriminative Listening**
- ❑ **Comprehensive Listening**

### **Discriminative Listening**

**Discriminative listening** is first developed at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognize different voices, but we also develop the ability to recognize subtle differences in the way that sounds are made – this is fundamental to ultimately understanding what these sounds mean. Differences include many subtleties, recognizing foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, ultimately adds value to what is actually being said and, of course, does aid comprehension. When discriminative listening skills are combined with visual stimuli, the resulting ability to “listen” to body-language enables us to begin to understand the speaker more fully – for example, recognizing somebody is sad despite what they are saying or how they are saying it.

### Example

Imagine yourself surrounded by people who are speaking a language that you cannot understand. Perhaps passing through an airport in another country. You can probably distinguish between different voices, male and female, young and old and also gain some understanding about what is going on around you based on the tone of voice, mannerisms and body language of the other people. You are not understanding what is being said but using discriminative listening to gain some level of comprehension of your surroundings.

### Comprehensive Listening

**Comprehensive listening involves understanding the message or messages that are being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types.**

In order to be able use comprehensive listening and therefore gain understanding, the listener first needs appropriate vocabulary and language skills. Using overly complicated language or technical jargon, therefore, can be a barrier to comprehensive listening. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting, where numerous different meanings can be derived from what has been said.

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection and? comprehension.

### Specific Listening Types

Discriminative and comprehensive listening are prerequisites for specific listening types.

Listening types can be defined by the goal of the listening.

The three main types of listening most common in interpersonal communication are:



- ❓ **Informational Listening (Listening to Learn)**
- ❓ **Critical Listening (Listening to Evaluate and Analyze)**
- ❓ **Therapeutic or Empathetic Listening (Listening to Understand Feeling and Emotion)**

In reality you may have more than one goal for listening at any given time – for example, you may be listening to learn whilst also attempting to be empathetic.

### **Informational Listening**

Whenever you listen to learn something you are engaged in informational listening. This is true in many day-to-day situations, in education and at work, when you listen to the news, watch a documentary, when a friend tells you a recipe or when you are talked-through a technical problem with a computer – there are many other examples of informational listening too.

Although all types of listening are “active” – they require concentration and a conscious effort to understand. Informational listening is less active than many of the other types of listening. When we’re listening to learn or be instructed we are taking in new information and facts, we are not criticizing or analyzing. Informational listening, especially in formal settings like in work meetings or while in education, is often accompanied by note taking – a way of recording key information so that it can be reviewed later

### **Critical Listening**

We can be said to be engaged in **critical listening** when the goal is to evaluate or scrutinize what is being said. Critical listening is a much more active behavior than informational listening and usually involves some sort of problem solving or decision making. Critical listening is akin to critical reading; both involve analysis of the information being received and alignment with what we already know or believe. Whereas informational listening may be mostly concerned with receiving facts and/or new information - critical listening is about analyzing opinion and making a judgement.

When the word “critical” is used to describe listening, reading or thinking it does not necessarily mean that you are claiming that the information you are listening to is somehow faulty or flawed. Rather, critical listening means engaging in what you are listening to by asking yourself questions such as, “what is the speaker trying to say?” or “what is the main argument being presented?” ,”how does what I’m hearing differ from my beliefs, knowledge or opinion?” Critical listening is, therefore, fundamental to true learning.

Many day-to-day decisions that we make are based on some form of “critical” analysis, whether it be critical listening, reading or thought. Our opinions, values and beliefs are based on our ability to process information and formulate our own feelings about the world around us as well as weigh up the pros and cons to make an informed decision.

It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

### **Therapeutic or Empathic Listening**

**Empathic listening involves attempting to understand the feelings and emotions of the speaker – to put yourself into the speaker’s shoes and share their thoughts.**

Empathy is a way of deeply connecting with another person and therapeutic or empathic listening can be particularly challenging. Empathy is not the same as sympathy, it involves more than being compassionate or feeling sorry for somebody else – it involves a deeper connection – a realization and understanding of another person’s point of view.

Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions. Skills such as clarification and reflection are often used to help avoid misunderstandings.

We are all capable of empathic listening and may practice it with friends, family and colleagues. Showing empathy is a desirable trait in many interpersonal relationships – you may well feel more comfortable talking about your own feelings and emotions with a particular person. They are likely to be better at listening empathetically to you than others, this is often based on similar perspectives, experiences, beliefs and values – a good friend, your spouse, a parent or sibling for example.

## **Other Listening Types**

**Although usually less important or useful in interpersonal relationships, there are other types of listening:**

### ***Appreciative Listening***

Appreciative listening is listening for enjoyment. A good example is listening to music, especially as a way to relax

### **Rapport Listening**

When trying to build rapport with others we can engage in a type of listening that encourages the other person to trust and like us. A salesman, for example, may make an effort to listen carefully to what you are saying as a way to promote trust and potentially make a sale. This type of listening is common in situations of negotiation.

### **Selective Listening**

This is a more negative type of listening, it implies that the listener is somehow biased to what they are hearing. Bias can be based on preconceived ideas or emotionally difficult communications. Selective listening is a sign of failing communication – you cannot hope to understand if you have filtered out some of the message and may reinforce or strengthen your bias for future communications.

### **Active Listening**

Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop.

*“Active listening”* means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively ‘hearing’ the message of the speaker.

**Active listening involves listening with all senses. As well as giving full attention to the speaker, it is important that the “active listener” is also “seen” to be listening - otherwise the speaker may conclude that what they are talking about is uninteresting to the listener.**

**Interest can be conveyed to the speaker by using both verbal and non-verbal messages such as maintaining eye contact, nodding your head and smiling, agreeing by saying, “Yes,” or simply “Mm hmm” to encourage them to continue. By providing this “feedback,” the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.**

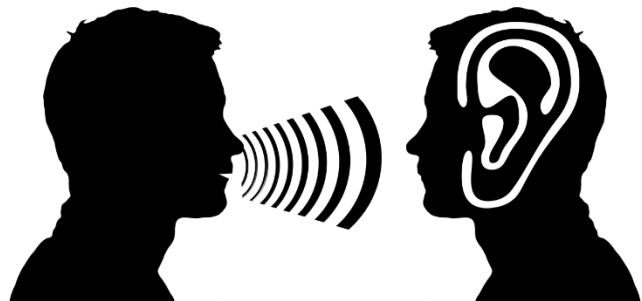
**Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening.**

Generally, speakers want listeners to demonstrate “*active listening*” by responding appropriately to what they are saying. Appropriate responses to listening can be both verbal and non-verbal, examples of which are listed below:

## **Signs of Active Listening**

### **Non-Verbal Signs of Attentive or Active Listening**

**This is a generic list of non-verbal signs of listening. In other words, people who are listening are more likely to display at least some of these signs. However, these signs may not be appropriate in all situations and across all cultures.**



### **Smile**

Small smiles can be used to show that the listener is paying attention to what is being said or as a way of agreeing or being happy about the messages being received. Combined with nods of the head, smiles can be powerful in affirming that messages are being listened to and understood.

### **Eye Contact**

It is normal and usually encouraging for the listener to look at the speaker. Eye contact can however be intimidating, especially for more shy speakers – gauge how much eye contact is appropriate for any given situation. Combine eye contact with smiles and other non-verbal messages to encourage the speaker.

### **Posture**

Posture can tell a lot about the sender and receiver in interpersonal interactions. The attentive listener tends to lean slightly forward or sideways whilst sitting. Other signs of active listening may include a slight slant of the head or resting the head on one hand.

### **Mirroring**

Automatic reflection/mirroring of any facial expressions used by the speaker can be a sign of attentive listening. These reflective expressions can help to show sympathy and empathy in more emotional situations. Attempting to consciously mimic facial expressions (i.e. not automatic reflection of expressions) can be a sign of inattention.

### **Distraction**

The active listener will not be distracted and therefore will refrain from fidgeting, looking at a clock or watch, doodling, playing with their hair or picking their fingernails.

### **Be Aware That:**

It is perfectly possible to learn and mimic non-verbal signs of active listening and not actually be listening at all.

It is more difficult to mimic verbal signs of listening and comprehension.

## **Verbal Signs of Attentive or Active Listening**

### **Positive Reinforcement**

Although a strong signal of attentiveness, caution should be used when using positive verbal reinforcement.

**Although some positive words of encouragement may be beneficial to the speaker, the listener should use them sparingly so as not to distract from what is being said or place unnecessary emphasis on parts of the message.**

Casual and frequent use of words and phrases, such as: “*very good*,” “*yes*” or “*indeed*” can become irritating to the speaker. It is usually better to elaborate and explain why you are agreeing with a certain point.

### **Remembering**

**The human mind is notoriously bad at remembering details, especially for any length of time.**

However, remembering a few key points, or even the name of the speaker, can help to reinforce that the messages sent have been received and understood – i.e. listening has been successful. Remembering details, ideas and concepts from previous conversations proves that attention was kept and is likely to encourage the speaker to continue. During longer exchanges it may be appropriate to make very brief notes to act as a memory jog when questioning or clarifying later.

### **Questioning**

The listener can demonstrate that they have been paying attention by asking relevant questions and/or making statements that build or help to clarify what the speaker has said. By asking relevant questions, the listener also helps to reinforce that they have an interest in what the speaker has been saying.

**Reflection**

Reflecting is closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding.

**Clarification**

Clarifying involves asking questions of the speaker to ensure that the correct message has been received. Clarification usually involves the use of open questions which enables the speaker to expand on certain points as necessary.

**Summarization**

Repeating a summary of what has been said back to the speaker is a technique used by the listener to repeat what has been said in their own words. Summarizing involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker chance to correct if necessary.

## **Community Policing**

### *What is Community Policing?*

Community Policing is, in essence, a collaboration between police and the community that identifies and solves community problems. This involves the use of partnerships and problem-solving techniques to proactively address public safety issues such as crime, social disorder, and fear of crime.

Community Policing is comprised of three key components:

- 1) Community Partnerships** – collaborative partnerships between law enforcement and community organizations to develop solutions to an identified problem.
- 2) Problem Solving** – strategic solutions to an identified problem.
- 3) Organizational Transformation** – The alignment of organizational management, structure, personnel, and information systems to support community partnerships and proactive problem solving.



### **Community Partnerships**

Community Partnerships can involve numerous different organizations throughout a community. The goal is to increase public trust within the community while solving a problem the community is experiencing. Some of the agencies that you might call upon are:

- 1) Other government agencies  
For example – prosecutors, neighboring law enforcement, schools
- 2) Community members or groups  
For example – HOA's
- 3) Nonprofits/Service Providers  
For example – churches, food banks
- 4) Private Businesses  
For example – veterinary hospitals
- 5) Media  
For example – NextDoor

## Problem Solving

A problem is defined as two or more incidents which are similar in nature (and don't necessarily need to be crime related).

Community policing uses a systematic approach to develop solutions to a problem. It encourages agencies to proactively develop solutions to the immediate underlying conditions contributing to public safety problems. One of the techniques used is known as the **S.A.R.A** model.

**Scanning:** Identify and prioritize the problem: This step will involve the gathering of information. Some strategies for information gathering are –

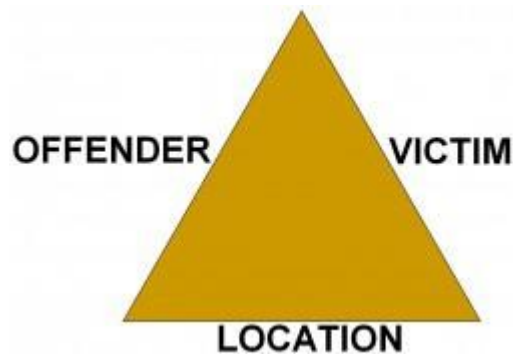
- 1) Personal observation
- 2) Talking and listening to others
- 3) Reviewing all police reports and other related material
- 4) Newspapers and other media sources

**Analysis** – analyze the problem to determine what factors are driving the situation.

This is the heart of the problem-solving process.

The crime triangle is used to help with this process. Without all three components, no crime occurs. Look at all three sides of the triangle and try to “disconnect” the sides, which leads to crime being prevented or reduced.

Community members who can exercise control over a specific side of the triangle and make the community safer or more resistant to crime are called guardians. Some examples of guardians would be citizens or business owners within the community, city resources, home owners' associations and social services.



**Response** – Developing solutions to bring about lasting reductions in the number and extent of problems. Come up with your action plan, recruit the resources needed, and implement the solution.

**Assessment** – Evaluating the success of the response. You may not totally eliminate the problem, but even reducing the number and severity of incidents would be a win.



## Organizational Transformation

In order for community policing to be effective, most police departments need to change how they do business. There are several areas that can be addressed:

- creating a vision and mission statement that supports a commitment to community policing
- empowering officers at all levels to make decisions
- developing policies and procedures that reflect the principles of community policing
- supervision at all levels needs to embrace and support the ongoing philosophy of community policing
- transparency in sharing relevant information within the community
- necessary resources where needed

## Report Writing

A report is a formal statement or official account of an investigation. Writing a well-organized report is dependent on taking well organized notes. Officer notes and forms are considered permanent records and can be subpoenaed. Field notes are discoverable by the defense. Officer notes and reports should only contain facts based on your observations. Do not record your opinion.

Each paragraph of the report should be an advancement in the chronological progression of the incident. Correct use of paragraphs helps ensure a clear, concise, and complete report.

Stay away from abbreviations, if possible. You may know what the abbreviations mean, but does your prosecuting attorney, judge or jury? When in doubt, spell it out.

Reports should be written in past tense and in the "first-person." People in your report should be referred to by name instead of by Subject #1 or Victim #2.



Officers should obtain written statements in addition to listening and taking notes.

Standard forms are important because they will help insure that the ACO collects or provides all necessary information and has a permanent record of that information.

There are seven essential elements that must be answered in your final report:

- ❑ Who: Identifies all persons involved in the incident
- ❑ What: Provides a clear, unmistakable description of what happened
- ❑ Where: Addresses identifiable locations of items, people, evidence and the alleged crime scene
- ❑ When: Pertains to the time, day, date, month and year that key reference points occurred
- ❑ Why: Identifies motive
  - How: Identifies the general matter in which the crime was committed, or "Modus Operandi"
- ❑ Action Taken: Simply refers to what you did

No matter what format is used, you will need to generate a narrative for the report.

There are five characteristics, or five "C's", found in all good reports:

- ❑ Completeness: Completeness characterizes your report as being all-inclusive and comprehensive.
- ❑ Conciseness: Conciseness is the ability to say what you want to say, and nothing more.
- ❑ Clearness: Clearness is accomplished by using appropriate vocabulary and good organization.
- ❑ Correctness: Correctness, or accuracy, means that you have reported exactly what occurred without your personal judgments or conclusions.

- ☐ Courteousness: Courteousness, or fairness, reflects your personality. Your job is to gather the facts and report them; it is not to judge or prosecute.

Reports can be used for many reasons and by many people and agencies dependent upon local laws pertaining to right-to-know and what is determined to be public record. Ways reports can be used include: measurement of performance, investigative aid, prosecutory assistance, and the media.

### **Ten Commandments of Report Writing**

- ☐ Take good field notes
  - Document, Document...Document
- ☐ Maintain your perspective (Be neutral)
- ☐ Think before you write
- ☐ Outline facts and circumstances
- ☐ Record all relevant facts (both sides of the story)
- ☐ Remain objective
- ☐ Strive for clarity and readability
- ☐ Read your report before submitting
- ☐ Preview and review (Prepare for court)

### **Sources**

*National Animal Control Association Training Guide. (2009).* Olathe, KS: National Animal Control Association

## **PACFA**

The Pet Animal Care Facilities Act Program is a licensing and inspection program dedicated to protecting the health and well-being of those animals in pet care facilities throughout Colorado.



### **Licensure**

Each location of a pet animal facility must be separately licensed. The classifications of licensure are: Retail and Wholesale Pet Animal Dealership, Temporary Retail Event, Dog Breeder Facility, Bird Breeder Facility, Cat Breeder Facility, Pet Grooming Facility, Pet Animal Boarding and/or Training Facility, Animal Rescue, Animal Shelter Facility, Reptile/Amphibian (herptile) Breeder Facility, Pet Animal Handler, Pet Animal Transporter, and Small Animal.

Annual Report by Licensee in addition to the annual renewal application. The following facilities must also submit an annual report on form(s) furnished by the Commissioner: dog breeder facility, bird breeder facility, cat breeder facility, animal shelter, animal rescue, pet transporter, reptile/amphibian (herptile) breeder facility and small animal breeder facility.

### **Care Requirement**

Reasonable care must be taken to transfer only those pet animals that are free from disease, injury, or abnormality. Any pet animal, excluding reptiles, fish, and rodents, transferred into a PACFA-licensed facility from outside Colorado must be accompanied by a Certificate of Veterinary Inspection issued by an accredited veterinarian within the state of origin and within 30 days prior to the animal's arrival in Colorado. It is unlawful to sell, transfer, or adopt dogs or cats under the age of eight weeks.

The acceptance by a licensed pet animal shelter or rescue or exchange between licensed pet animal shelters or rescues of underage animals that have been abandoned or relinquished shall not constitute a transfer for the purposes of § 35-80-108, C.R.S. In such acceptance or exchange, the underage animals shall be kept with the dam, whenever possible. A facility may not sell, transfer, or adopt cats less than two pounds of body weight unless written documentation is provided by the facility's veterinarian stating that the cat has been examined and is of sufficient physical development and general health to be safely transferred or that the cat is greater than 12 weeks of age.

### **Shelter/Rescue Threshold (transfers are counted by how many come in and go out, which means if 12 are taken in and 12 go out that is 24 transfers)**

- ❓ *Shelter Dogs and cats or any combination of these pet animals:* more than 24 transfers per year or more than 15 housed in a central facility.
- Rescue's for dogs and cats have no threshold (which means if a rescue does even one dog/cat they must be licensed.)

- ❓ *Birds*: more than 30 transfers per year or more than 30 housed in a central facility.
- ❓ *Ferrets, hedgehogs, chinchillas, and sugar gliders or any combination of these pet animals*: more than 24 transfers per year or more than 24 housed in a central facility.
- *Rabbits and guinea pigs or any combination of these pet animals*: more than 65 transfers or more than 65 housed in a central facility. (more than of any combination of these pet animals per year.) Don't understand this last part of the sentence....
- ❓ *Mice and rats*: more than 200 rats, mice or gerbils housed in a central facility. 2.6.7. The threshold for shelter of multiple species in aggregate is more than 50% of the threshold for breeder or shelter definition of 3 or more species housed in a central facility.
- ❓ *More threshold requirements are under 8 CCR 1202-15-2.0*

Submitting falsified information or making a material and deliberate misstatement on the application for any original license or for any renewal license, including, but not limited to, failing to identify all facilities, failing to provide full violation history, or providing a false name or address. Making false or fraudulent statements or providing false or fraudulent records to the Commissioner.

Having been fined, sentenced to jail, convicted, or having entered a plea of guilty or plea of no contest under any local, state, or federal law pertaining to the importation or capture of animals, or cruelty, neglect, or abuse of animals. Failure to comply with any provisions of these rules and regulations. Refusal to allow the inspector designated by the Commissioner free and unimpeded access upon consent or upon obtaining an administrative search warrant to inspect those portions of all buildings, yards, pens, and other areas in which any animals are kept, handled, or transported for the purpose of carrying out any provision of PACFA or these rules and regulations and to all records required to be kept and may make copies of such for the purpose of carrying out any provision of PACFA or these rules.

### **Groomers**

Any licensed groomer may groom as an independent contractor at up to 3 PACFA licensed grooming facilities with the same groomer license. On the application for licensure, such groomers shall identify themselves as such and shall provide a facility name and street address for each premises at which they groom pet animals. Any groomer who adds or removes a location or premises from which or at which he or she intends to groom shall notify the Department of any change within 15 days of such change. (Groomers that are "employees" of the facility and not contractors do not have to be separately licensed.)

Persons providing any of the following services exclusively **do not require** licensure with PACFA: dog and cat nail trims, pet animal oral hygiene, pet animal ear cleaning, or pet animal anal gland expression.