

Abstract
Second level training course
Ted project

Module 1 – Good practices and scientific research projects

Day 1:

Presentation of the course structure, formats and training methodologies, *Course Scientific manager* (9.00 13.00)

Operating within the Animal Assisted Interventions (AAI), in particular within the operational team means having a crucial role in the treatment process of the patient.

It is therefore essential the synergy between the dog trainer and the patient assistants (Doctor, Psychologist, Educator, etc.), profiles that must have specific skills, but also a wealth of shared knowledge.

In particular: the dog trainer will be the expert in communication aspects and relationship with the dog and, starting from the knowledge of the functional and behavioral aspects of the patient's disease or psychopathology and knowing the goals defined by the Project team (PT) for the specific patient, he/she must be able to work within the Operational Team (OT) in choosing the most appropriate mode of interaction between the dog and the patient.

The dog trainer is also responsible for the stress monitoring and welfare of the animal during the activities and relates to the veterinarian and the assistants of the patient.

The course includes the alignment of the theoretical and practical skills in several ways:

- face to face lectures to deepen the theoretical part
- experiential training with the dog to learn the model of education- relation
- simulated setting of AAI
- video-modeling to learn modes of operation within the setting of AAI
- work experience in direct contact with patients.

DURATION:

15 modules of two days each, for a total of 31 days, from 9.00 to 18.00, totaling 248 hours, of which includes approximately 137 of practical work.

Presentation of participants: who they are, what they expect from the course, and previous experience in the field of pet therapy or dog training.

AAI, possible professional areas, *Scientific manager of the course* (14.00 18.00)

What are the AAI.

Differences between AAA, AAE, AAT with theoretical description and videos.

In what structures may they be applied.

What skills are needed to form the prescriptive team, the project team and the operational team.

Different types of patients: children, pre- teenage, physical and mental disability, third age.

Application for different types of psychological distress and psychopathological disorders sphere: relationship difficulties, low self-esteem, hyperactivity, speech difficulties, addictions (drug addiction, alcohol addiction, addiction to gambling), eating disorders, learning difficulties, bullying, anxiety disorders, affective disorders, disability caused by mental learning difficulties, by psychological conditions, motor deficits, visual, hearing problems, pervasive developmental disorders, autism, behavioral disorders.

Work in hospitals with developmental age patients.

Work in hospitals with cancer patients.

Work in nursing homes.

Work in disabled centres.

Work in centers for patients with psychiatric disorders.

Work in schools.

Working with children.

Day 2:

Methodologies of research applied to the study of the interaction man-animal, *Psychologist, Doctor, Biologist* (9.00 13.00).

The origins of the pet dog.

The relationship between man and dog.

The language of the dog.

Intra-specific and inter-specific interaction (with dogs)

Ethological observation. Construction of an ethology diagram of man-animal interaction, *Biologist, Ethologist* (14.00 18.00).

The observer does not affect in any way the behavior he/she is interested in studying and cancels the possible subjectivity, the result is a detailed and objective description, or ethology diagram based on molecular behaviors through which we can identify complex patterns of action, that means sets of behaviors that have previous causes and similar effects. They call it "dissimulated" when people do not know they are observed or "evident" when you can see it. In order not to affect the spontaneous manifestation of behavior they use non-involved observation and often the disguised one. The observer is behind a one-way mirror, and if this is not possible he/she starts observing when he/she is ignored by the subjects, in some cases using tools such as audio or video recording, and then interpreted in the light of hypothesis.

The term **ethology** (from the greek *ethos* and *logos* which mean "character" or "custom" and "speech") is a modern scientific discipline that studies animal behavior in its natural environment. The term translates in most European languages the original German expression *Vergleichende Verhaltensforschung* ("comparative research on the behavior"), coined by Konrad Lorenz, one of the founders of the discipline.

The ethology examines the ways in which the animal interacts with the external environment and helps to understand the instinct, innate ability to respond to situations.

The engine of learning was born from the interaction of these two elements that, used in the first phase of growth, marks the character of the animal throughout their life.

Ethology presents animals in their nature and explains how they should be studied on the basis of what they do. Considering this, the "behavior" becomes the main object of observation, the crucial indicator of evolution, whose basis is the magic combination of individual and environment, between instinct and external stimulations, including innate aptitude and learning. Ethology studies precisely the ways in which the animal interacts with the external environment, developing responses each time differently, to defy natural selection. An extraordinary reciprocity of trade, the instinct ability, and the ability, even innate, to respond with more flexibility to the different situations, contributes to this evolution that is the engine of learning.

In reality, then it will be clear that the two approaches, one based on the study of animals in their natural habitat, the other on their observation in the laboratory must be integrated to have complete answers on animal behavior. In fact, while the study in nature reveals all innate behaviors, already written in the genetic material of the species as a response to still fixed environmental stimulations, the study in laboratory, placing the animal in new situations, highlights the ability to find different answers to different stimulations and thus its ability to adapt and learn. Lorenz himself, however, distinguishes between "farmer ethologists" (and he is one of them) and the "hunter ethologists" (*such as Irenäus Eibl-Eibesfeldt*): the first ones study the behavior through their personal interaction with animals and their breeding, the latter ones focus on reducing the interference of the researcher in the behavior observed of the wild animal's original habitat.

Animal behavior arises, therefore, by the continuous interweaving of these two elements, one related to genetics, the other one to environment and the ethology observes, describes and interprets the results.

Module 2 – Communication and interaction man-animal. Health aspects of AAI

Day 1:

The construction of the bond of trust: meeting the "other", *Psychologist* (9.00 13.00)

Attachment styles.

The construction of the therapeutic alliance

The dog as a bridge for the construction of the bond of trust

The concept of empathy

The dog and I: two distinct but similar entities

Communicate with your dog, communicate with the world.

Health requirements of animals used, *Veterinarian* (14.00 16:00)

Regional guidelines.

Health protocol: clinical examination, preventive vaccines, diagnostic tests, rules of conduct (daily management).

Responsibility of the veterinarian to certify the suitability of the animal

The duties of the dog trainer: monitoring the health of the dog

Health card

Daily diary of activities

Zoonoses

Virus
Bacteria
Parasites

First Aid, *Veterinarian* (16.00 18:00)

First aid cabinet: essential material
Behavior in case of emergency
Foreign bodies, poisoning, insect bites, heat stroke, bites, frostbite, burns, shocks, foreign bodies.

Day 2:

Dynamics of communication-relationship, principles of relationship-cooperation, *Dog trainer, Psychologist* (9.00 13.00)

The communication
Analogic communication and digital communication
Communication and affectivity
Communication and physical contact
Canine communication
Intra-specific and inter-specific communication
Signals of calm and stress

Communication: Principles and Practice, *Dog trainer, Psychologist* (14.00 19:00)

Practical work on communication / listening techniques
Communicating with dogs
Facilitate dogs in the relationship with strangers
Facilitate dogs in the relationship with the patient

Module 3 – Welfare in the couple dog- dog trainer

Day 1:

Well-being of the couple dog – dog trainer, *Psychologist, Veterinarian*

Psychological well-being.
The World Health Organization (WHO) has included the Psychological Well-being in the concept of health:

"Individuals must be able to feel comfortable in the circumstances they live."

According to the WHO psychological well-being is the state in which the individual is able to exploit its cognitive or emotional skills to meet the daily needs of everyday life, establishing satisfactory and mature relations with others, constructively adapting to the external conditions and internal conflicts.

We are in a state of psychological well-being when:

- we are able to face life with an attitude that allows us to face difficulties and sufferings, maintaining a positive relationship with ourselves and with others;
- we can stand our own and others' emotions

- we recognize ourselves in what we do
- we consider our actions as personal solutions adapted to life events.

Well-being of the couple dog – dog trainer

- The couple's relationship is inherently characterized by a dynamic and persistent interaction between two people/beings that communicate based on the assumption of a mutual more or less deep knowledge.
- The knowledge of the other is the most critical element of being in a relationship. We often think we know each other and then realize how this differ from what we thought of him/her;
- This quite often happens with respect to your dog, especially for those who have never explored the ethology of dogs (physical characteristics, language, behavior, stress management, etc.) and made interpretations taken "by common knowledge."

Ten habits for the couple:

- Giving space to dual relationship: find time during the day to be together;
- Be coherent: once established rules, they must be respected in any context;
- Communicate clearly: to do this we must know the canine language and then learn how to use non-verbal dialogue with him;
- Acknowledge your mistakes / emotions: do not make the dog feel guilty for things that belong to us;
- Learn to accept: if the couple or the dog can cannot do anything at a certain time do not be disappointed / angry;
- Give up perfection: it is useful to know and accept our limits, of the couple and the dog. Perfection does not exist, you have the skills and abilities: to reach perfection means to develop stress and performance anxiety;
- Identify the need for "WE" identify the needs of the couple;
- Encourage the pleasure of being together: find enjoyable activities for both;
- Create harmony in the couple: to increase mutual and unconditional trust;
- Commit to the other: the commitment involves taking responsibility. The dog has some needs and if we want to engage with him in an activity that requires clarity, commitment and attention we can only work in a state of well-being.

Approaches and handling habits, *Dog trainer*

Practical part in which you work with the dog and with the trainer so that they learn to properly approach people and to ensure that the dog appreciates being manipulated (cuddled, stroked, brushed, etc.).

Game, cooperation and motivation activities, *Dog trainer*

Theory: it deepens how playing with the dog can strengthen the bond and therefore the collaboration and motivation to do activities together.

Practice: you teach the techniques of games such as braid, fighting and other activities where interaction is intense. For cooperation are taught activities such as research, problem-solving activities, etc.

Day 2:

AAI: from the request for assistance to the drawing up of the project, *Educator prof., Psychologist* (9.00 11.00)

How to access the sessions: request from parents or from professionals involved in the patients management. How to build a project. General and specific objectives. Test tools for the evaluation of their work.

Task of the Prescriptive, Project and Operational teams (11.00 12.00).

Team work: theoretical and practical references, *Educator prof., Psychologist (12.00 13.00)*

What is a team. Facilitating aspects of team work. The complexity of working as a team. Task of the Prescriptive, project and operational team in the AAI (11.00 13.00).

Stress in dogs: daily prevention, *Veterinarian (14.00 16:00).*

What is stress and why it is important to recognize it.

Definition of stress.

Stressful stimulations and responses to stress elements.

Manifestations of stress: physiological, behavioral, reproductive.

Behavioral manifestations of stress.

Calming signals.

Stereotypes.

Stress in dogs: monitoring and prevention of stress in the AAI: working examples, *Veterinarian (16.00 18.00)*

Work in the (practical) field and observation of stress signals. How to help dogs in stressful moments. How to prevent stress in our dogs.

Module 4 – Good practices in AAI

Day 1:

Intervention areas: cognitive, emotional, relational, *Psychologist (9.00 13.00)*

How the three areas work and how to intervene.

Difficulties of the cognitive area

Difficulties of the emotional area

Difficulties of the relational area

Practical work, *Ulss 4 team (14.00 18.00)*

Building small projects for working in the cognitive, emoziona and relational areas.

Role playing

Day 2:

Intervention areas : behavioral, motor, *Physiotherapist (9.00 13.00)*

How the behavioral area works

How the motor area works

Difficulties in the behavioral area
Difficulties in the motor area

Practical work, *Ulss 4 team* (14.00 18.00)

Building small projects for working in the behavioral and motor areas.
Role playing

Module 5 – Theoretical and methodological frame work of AAI

Day 1:

Life cycle, psychological aspects, *Psychologist* (9.00 13.00)

The psychology of life cycle has been developed over the last two decades, it is a discipline that deals with the description, explanation and modification of both the intra-personal change, and stability, from birth to death, as well as the differences and similarities shown by people in the intra-personal change.

Change and continuity
The plot of development
The fundamental principles of the life cycle (Baltes)
The perspectives of the third age

Life cycle, educational aspects, *Educator prof.* (14.00 16.00)

The application of the model PM-OD (problem management and opportunity development) This model has a more direct application in dyadic help relationships. The model has been applied to the development of problem solving skills in the field of management, whose key points are: tuning, setting goals, evaluating the success, collection of information, decisions, planning, programming actions and error correction.

Moral relationship between man and animal, *Expert in Bioethics* (16.00 18.00)

Concepts and teorie of bioethics

Day 2:

Workplace and training environments: school, day care center, nursing home, home, hospital, outdoor setting, *Ulss 4 Team* (9.00 18.00)

Environmental difficulties in different workplaces: kindergarten, elementary and junior schools, nursing homes, health care facilities, green areas. Different types of noise, smells, presence of people, cars, objects of various kinds. How to help your dog to get a feeling with these issues and not be disturbed by them.

Module 6 –AAI in schools

Day 1:

Functional aspects and relational approach, *Educator professional (9.00 13.00)*

Educational projects in schools
Different schools (nursery, primary and junior schools)
Different types of students
Projects of school integration and inclusion, i.e. bullying and affectivity.

Dog training to prepare AAI/ video modeling, *Ulss 4 team (14.00 16.00)*

Dog training following a relational approach
Observation and watching of videos about projects of AAE in schools.

Projects building, *Ulss 4 team (16.00 18.00)*

The students, starting from a draft, will have to build a project of AAE to realize in schools. Find the objectives and organize the activities to implement with the dog to reach the identified objectives. Organization of a session.

Day 2:

Realization of projects, simulation and share of experiences, *Ulss 4 team (9.00 18.00)*

Choice of the couple dog - dog trainer and realization through role playing of pet therapy sessions organized during the project of the previous day.

Module 7 – Psychiatric disorders in teenager

Day 1:

Functional aspects and relational approach, *Psychologist/ psychiatrist (9.00 13.00)*

Teenage is a period of radical rupture of the balance achieved in childhood, so it is a time when emotional and behavioral disorders are inevitable. Maintaining a stable balance during teenage may instead be, paradoxically, cause for alarm. Those young people who are 15-16 years and continue to be perfectly integrated within the family, with no signs of rebellion or unrest. We should look behind this position, the signs of a reluctance to grow. It is unlikely that, to continue or resume normal development, teenagers of this type need more help than others that appear more disturbed. b) If it is true that many manifestations of teenage crisis must be understood as developmental disorders with possible spontaneous healing, it is also true that in the last years of teenage can arise various mental disorders, frankly pathological, which require specific timely treatments. Consideration deserves in this regard, the diagnosis "adjustment disorder" often applied to this age group. This diagnostic category indicates mild and transitory disorders and is used for teenagers starting from the theoretical assumption of the normal teenage turbulence.

The following are the most important psychiatric disorders that tend to begin, respectively, in early teenage (11-15 years), in mid-adolescence (15-17 years) and late teenage (17-20 years). Early teenage: depressed mood and major affective disorders; epidemic hysteria, disorders of sexual identity. Mid-adolescence: substance abuse; para-suicide, suicide. Late teenage: psychosis, schizophrenia and bipolar affective disorder, nervous anorexia and bulimia, suicide, murder and other forms of violent death. In general, teenagers have morerapid mood fluctuations than adults. What distinguishes these phenomena from more serious depressions is the duration.

MAJOR AFFECTIVE DISORDERS may also occur in pre-pubertal age, but their frequency increases significantly after puberty. Depressed mood in early teenage, even in absence of more serious pathological features, still deserves attention: it is related to the risk of substance abuse, para-suicide and suicide in later years. THE EPIDEMIC HYSTERIA, the presence of same symptoms of hysterical type in entire groups of teenagers, is a characteristic condition that reflects the weight of the influence of "peers" at this age. SEXUAL IDENTITY DISORDERS usually start off in pre-pubertal period, sometimes after puberty. They are related to those cases in which they are manifested in a much more enhanced behavior, interests, and their identifications with the opposite sex. Epidemiological studies indicate a much greater danger of such disorders in boys than girls: pathological consequences in adult life (homosexuality, transgender, transsexualism) are much more frequent for male. PARA-SUICIDES and SUICIDES among teenagers are reported to have increased in several international studies. The frequency of VIOLENT DEATHS (suicide, murder and accidents) continues to increase in the age group 15-24 years. It has long been suspected to increase the incidence of NERVOUS ANOREXIA in Western industrialized countries. Contemporary conceptions of ideal body image and several other socio-cultural factors have been quoted to explain the phenomenon.

NERVOUS PURE BULIMIA pure, that is not associated with anorexia, is a syndrome identified a few years ago as a disorder in itself. Epidemiological studies are still relatively insufficient to measure changes over time in the incidence of this pathology, however it has a high incidence and with an average age of onset later than anorexia. c) The prevention of mental disorders of teenage goes first and foremost through the prevention of recurrence of any act of breaking or crisis (flight, theft, attempted suicide). Other elements to be considered in a perspective of prevention are the environment, the family, and the school.

Dog training to implement AAI / video modelling, *Ulss 4 team (14.00 16.00)*

Dog training of relational type for the couples dog - dog trainer. Watching of the sessions through video recording.

Project building, *Ulss 4 team (16.00 18.00)*

Data of clinical cases related to the topic of the module and starting from projects on cases presented by the lecturers pet therapy sessions are built, choosing the activities according to the project and the objectives of the session to realize.

Day 2:

Realization of projects, simulations and share of experiences, *Ulss 4 team* (9.00 18.00)

Realization of simulation of sessions organized the previous day. Watching the recordings of simulations and discussion about the work implemented.

Module 8 – Role playing

Day 1:

Planning of a working day at the Centre: presentation of clinical cases, development of projects, choice of couples, preparation of the work setting, *Ulss 4 team* (9.00 18.00)

During this module you will work with real patients who arrive at the center on the second day. Patients are adequately informed about the purpose of the day.

The first day will be useful to organize everything you need. Psychologist and educator will present clinical or educational cases, the veterinarian will decide the couples dogs – dog trainers to match to each patient or group of patients. The objectives will be set up for each patient or group of patients, the students propose the operating modes to achieve the goals, we will choose the most appropriate settings and the materials required for the session.

Day 2:

Planning of a working day at the Centre: preparation of the dogs, working sessions, discussion and feedback on the final work, *Ulss 4 team* (9.00 18.00)

The trainees will prepare the dogs for the session, the setting, will know patients; couples dogs – dog trainers will work together with the psychologist or professional educator, with the patient or group of patients who have been matched. All the working day will be recorded by a video camera so that you can review and comment it during the following hours.

Module 9 – Disability and general development disorders

Day 1:

Functional and relational aspects, *Child Neuropsychiatrist* (9.00 13.00)

The DSM, as it is known, is a diagnostic classification and statistics prepared by the American Psychiatric Association, now in its fourth edition, which mainly affects the mental disorders in adulthood with a section dedicated to those in childhood and in teenage. The DSM IV is one of the nosography systems for mental disorders most commonly used by doctors, psychiatrists and psychologists around the world in both clinical and research.

In DSM IV psychosis of childhood are defined in the category Pervasive Developmental Disorders, including:

Autistic Disorder
Asperger's Disorder
Childhood disintegrative disorder
Rett's Disorder
Generalized disorder of childhood otherwise specified.

Description of the diagnostic criteria for each type of disorder
Description of the functional characteristics of patients with these diseases
Description of relational characteristics of individuals with these disorders

Educational aspects, *Educator Prof.* (14.00 18.00)

Task of the educational work with chronic disabilities and pervasive developmental disorders.

Dangerous behaviors for themselves and/or the others, an obstacle to learning and an obstacle to social integration, are to be considered as 'problematic behaviors or problems.' As examples may be reported behaviors such as self-injury, etero-aggressiveness, non-compliance with the rules of a particular context, such as the school, the crisis, the exasperated whims, throwing objects.

Children with a low-linguistic communicative competence have much more often than others, behavioral crises.

One of the behavioral techniques that are used for the management of behavior problem is the functional analysis.

Simultaneously with the technique of the functional analysis, or other technique that can be used in the management of problematic behavior, it is important to set a program that teaches to the child, or person, to communicate in a more appropriate modality.

The 'power' of communication should never be forgotten. Many aggressive behaviors actually decrease as a result to the possibility for the child to communicate.

Communication takes place not only through words (that are often even among adults misleading) but using facial expression, gestures, figures, joint attention.

Day 2:

Projects planning, *Ulss 4 team* (9.00 13.00)

Data of clinical cases related to the topic of the module and starting from projects on cases presented by the trainers, pet therapy sessions are organized choosing activities according to the project and the objectives of the session to implement.

Project implementation, simulations and sharing of experiences, *Ulss 4 team* (14.00 18:00)

Implementation of session simulations organized the previous day. Watching of the recordings made of simulations and discussion of the work performed.

Module 10 – Hospitalized children

Day 1:

Functional approach, *Pediatrician* (9.00 11.00)

Going to the hospital is a difficult experience where you lose your independence, you live with disease and pain, stop the daily habits, you do not know what will happen. A silent child tells us that something failed.

The risk of trauma.

Protective factors from trauma:

Stimulating the emotional and dependence area

Increasing the compliance to medical treatment

Reducing the negative effects of hospitalization

Relational approach, *Educator Prof.* (11.00 13.00)

The service game and wellbeing as a protective factor from trauma.

The school in the hospital

Stimulating play area through game and contact with pets

Increasing socialization processes

Reinforcing self-esteem and promoting the relationship

Dog training to prepare AAI/ video modelling, *Ulss 4 team* (14.00 16.00)

Relational dog training for the couples dogs – dog trainers. Watching of sessions through video recording.

Projects planning, *Ulss 4 team* (16.00 18.00)

Data of clinical cases related to the topic of the module and starting from projects on cases presented by the trainers, pet therapy sessions are organized choosing activities according to the project and the objectives of the session to implement.

Day 2:

Project implementation, simulations and sharing of experiences, *Ulss 4 team* (9.00 18:00)

Implementation of session simulations organized the previous day. Watching of the recordings made of simulations and discussion of the work performed.

Module 11 – Geriatric patients and diseases related to old age

Day 1:

Functional aspects and relational approach. *Geriatrician* (9.00 13.00)

The phenomenon of aging: biological, affective-relational, socio-working, independence and autonomy aspects.

Elements of fragility: reduced functional autonomy, the co-existence of multiple chronic diseases, loneliness and social isolation.

Most common pathologies: chronic progressive neurological diseases, dementia, senile depression.

Elderly in a protected structure.

Dog training to prepare AAI/ video modelling, *Ulss 4 team* (14.00 16.00)

Relational dog training for the couples dogs – dog trainers. Watching of sessions through video recording.

Projects planning, *Ulss 4 team* (16.00 18.00)

Data of clinical cases related to the topic of the module and starting from projects on cases presented by the trainers, pet therapy sessions are organized choosing activities according to the project and the objectives of the session to implement.

Day 2:

Project implementation, simulations and sharing of experiences, *Ulss 4 team* (9.00 18:00)

Implementation of session simulations organized the previous day. Watching of the recordings made of simulations and discussion of the work performed.

Module 12 – Addictions

Day 1:

Functional aspects and relational approach. *Psychologist* (9.00 13.00)

The concept of attachment.

Attachment and addiction:

Addiction according to DSM IV: diagnostic criteria

The Addictive Personality

Personal, interpersonal, situational factors

Predictors

Cannabis, heroin, cocaine, amphetamines, LSD: psychological aspects and needs of the users.

Dog training to prepare AAI/ video modelling, *Ulss 4 team* (14.00 16.00)

Relational dog training for the couples dogs – dog trainers. Watching of sessions through video recording.

Projects planning, *Ulss 4 team* (16.00 18.00)

Data of clinical cases related to the topic of the module and starting from projects on cases presented by the trainers, pet therapy sessions are organized choosing activities according to the project and the objectives of the session to implement.

Day 2:

Project implementation, simulations and sharing of experiences, *Ulss 4 team* (9.00 18:00)

Implementation of session simulations organized the previous day. Watching of the recordings made of simulations and discussion of the work performed.

Module 13 – Behavior disorders (ADHD, conduct disorder, etc.)

Day 1:

Functional and relational aspects. *Child Neuropsychiatrist* (9.00 13.00)

ADHD characteristics: distraction, impulsivity / reactivity, aggression,

Obsessive provocative disorder: features

Conduct disorder: features

Character disorder: features

Bullying: features

The creation of an educational intervention

The construction of a therapeutic intervention

Dog training to prepare AAI/ video modelling, *Ulss 4 team* (14.00 16.00)

Relational dog training for the couples dogs – dog trainers. Watching of sessions through video recording.

Projects planning, *Ulss 4 team* (16.00 18.00)

Data of clinical cases related to the topic of the module and starting from projects on cases presented by the trainers, pet therapy sessions are organized choosing activities according to the project and the objectives of the session to implement.

Day 2:

Project implementation, simulations and sharing of experiences, *Ulss 4 team* (9.00 18:00)

Implementation of session simulations organized the previous day. Watching of the recordings made of simulations and discussion of the work performed.

Module 14 – Eating disorders

Day 1:

Functional aspects and relational approach. *Psychologist* (9.00 13.00)

What they are
How they occur
The underlying mechanisms
The predisposing factors
Individual and family characteristics
Socio-cultural factors
Motivating factors
Maintenance factors
The usefulness of pets in eating disorders

Dog training to prepare AAI/ video modeling, *Ulss 4 team* (14.00 16.00)

Relational dog training for the couples dogs – dog trainers. Watching of sessions through video recording.

Projects planning, *Ulss 4 team* (16.00 18.00)

Data of clinical cases related to the topic of the module and starting from projects on cases presented by the trainers, pet therapy sessions are organized choosing activities according to the project and the objectives of the session to implement.

Day 2:

Project implementation, simulations and sharing of experiences, *Ulss 4 team* (9.00 18:00)

Implementation of session simulations organized the previous day. Watching of the recordings made of simulations and discussion of the work performed.

Module 15 – Role playing

Day 1:

Planning of a working day at the Centre: presentation of clinical cases, development of projects, choice of couples, preparation of the work setting, *Ulss 4 team* (9.00 18.00)

During this module you will work with real patients who arrive at the center on the second day. Patients are adequately informed about the purpose of the day.

The first day will be useful to organize everything you need. Psychologist and educator will present clinical or educational cases, the veterinarian will decide the couples dogs – dog trainers to match to each patient or group of patients. The objectives will be set up for each patient or group of patients, the students propose the operating modes to achieve the

goals, we will choose the most appropriate settings and the materials required for the session.

Day 2:

Planning of a working day at the Centre: preparation of the dogs, working sessions, discussion and feedback on the final work, *Ulss 4 team* (9.00 18.00)

The trainees will prepare the dogs for the session, the setting, will know patients; couples dogs – dog trainers will work together with the psychologist or professional educator, with the patient or group of patients who have been matched. All the working day will be recorded by a video camera so that you can review and comment it during the following hours.

Day 3

Evaluation and satisfaction questionnaire. *Ulss 4 team* (9.00 18.00)