

Fostering a More Humane University Environment Through Course Work, Service-Learning, and Animal-Assisted Interventions and Activities

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Incorporating coursework on animal-assisted interventions and human animal interactions has become a viable option for students in higher education. These educational opportunities appear to enhance the quality of education the students receive as well as improve the experience of students struggling to transition to a college environment. The article focuses on some the benefits that are derived including service learning opportunities, animal visitation programs, and curriculums focusing on human animal interactions.

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There has been much debate on the true purpose of higher education. John Dewey (1939), the noted philosopher and American Educator, believed that education was the vehicle that supported and promoted social change. In agreement, the authors of this article believe the mission of higher education needs to go beyond preparing future professionals, and perhaps ready our future generations for their roles in society. Many universities seem to have embraced this role and recognize their contributions to enhancing students' lives and social responsibilities (citizenship

knowledge). The writers believe that these two objectives – student life and social responsibility – present a platform for a more humane university setting.

The word humane began as a variant for the word *human*. Born of the Latin, *humanus*, *humane* originated as an alternative word to *human*. Over time, the word was distinguished from its roots to include compassion and consideration for others. Since its first known use in the mid 1500's, the word has further evolved to include the treatment of animals (Oxford English Dictionary). Given that the word's origin is so closely linked to

humans and *humanity*, it is notable that we consider the treatment of animals a part of what defines us as human beings.

In order for our institutions of education to help prepare students to be full, contributing members of society, we must begin by remembering what it means to be human. What are our responsibilities as human beings to our communities? One might argue that it is our responsibility as humans to be humane and therefore consider our natural world by showing compassion towards others, including animals. Our approach to educating and preparing students as socially responsible individuals should include a diverse curriculum that explores and responds to communal needs; further, such an approach should embrace novel educational methods that promote stewardship of our natural surroundings in all of its manifestations.

Developing a Definition for Humane Education in our Progressive Universities

In the pursuit of a more humane university, humane education acts as a framework for how a university can achieve this goal. It would be appropriate to begin by defining humane education. According to the Institute for Humane Education (IHE), humane education “not only instills the desire and capacity to live with compassion, integrity, and wisdom, but as a process, it also provides the knowledge and tools to put our values into action in meaningful and far reaching ways” (IHE, n.d.). The National Humane Education Society defines humane education a bit differently. This society defines humane education as a process that teaches people to understand the consequences of irresponsible behavior

and, finally, that humane education encourages the value of all living things (National Humane Education Society, n.d.). Both of these definitions would be appropriate in university curriculums that emphasize the importance of understanding our responsibility for taking care of the living world that sustains us.

There are several reasons to make humane education an integral part of the advanced learning and university environment. Because many students have a close connection to animals, humane education integrated within their undergraduate and graduate courses and university experiences offer captivating intellectual and social support opportunities. Gail Melson’s research (Melson (1991, 2001)) indicates that animals contribute to younger children’s development, but the significance of animals can be relevant across the life span and important and available to those young adults transitioning into their own independence within the university setting. If one of the goals of progressive education is to inspire solutions, Humane Education can be utilized to increase young adults’ open-mindedness, encouraging willingness to understand another’s perspective, understand another’s feelings, and assist and care for others. By fostering concern for non-human animals as well, humane education programs may disrupt the potential for the development of callous and antisocial actions against people.

Additionally, the concepts guiding humane education provide a structure for how a university can view its programming and environment to create a campus that is more humane. Humane education is how each of us, through our daily choices, our acts of citizenship, our communities, our work and our

volunteerism, can do the most good and the least harm to ourselves, other people, animals and our environment. Humane education demonstrates how human-human, human-animal, and human-Earth bonds can bring about deep and lasting social, emotional, cognitive, physical, spiritual and psychological changes.

How Can Universities Utilize the Concepts of Humane Education to create a Humane University?

College campuses have a unique opportunity to engage students in humane learning on multiple levels. Because colleges tend to bring students together in a learning *and* living environment, an opportunity arises to incorporate humane education in both classroom settings as well as the student's day-to-day life that typically occurs outside the classroom. Traditionally, we have thought of humane education as a course to be taught to students through standard learning methods. Universities, by virtue of their physical structure, have the opportunity to broaden this perspective. By integrating this learning throughout a student's activities, there is the potential to create a greater sense of community responsibility and engagement, while at the same time supporting the student's mental health and well-being, resulting in better retention rates, less stress and better overall outcomes for the student.

When students feel a sense of belonging in a university setting, they are more likely to remain at the university and complete their course of education (Hoffman, Richmond, Morrow & Salomone, 2002). Approaches that integrate both the academic and social sense of belonging are the most effective means of keeping students in school past their freshman year, giving them the best

opportunity for success (Hoffman et al., 2002). Humane education is a perfect example of a model that has the potential to marry the academic and the social by incorporating coursework with an active participation in both the community as well as the physical campus.

Students who are successful both socially and academically are then better positioned to act as contributors to their communities and engage in social and civic responsibilities. Humane education opens a door that allows students to experience a more holistic education and living environment while also fostering connections amongst students.

Universities can offer topics of humane education and environmental preservation in their curriculums as specific courses or components of courses, and also have animals on the campus to create a more humane learning environment, with the goal of enhancing students' quality of life. The following areas will be briefly discussed:

1. Human-animal bond courses and programs
2. Service-learning with animals
3. Animal visitation programs
4. Therapy animals in counseling centers
5. Emotional support animals and pet prescriptions

Human-Animal Bond Courses and Programs

In 2008, a survey of veterinary medicine schools revealed that 73% of programs included in the study offered human-animal bond (HAB) courses and 54% of the schools had HAB centers (Beck & Martin, 2008). The HAB centers involve veterinary students in a variety of activities including research, animal-assisted therapy, and pet loss programs.

Many veterinary students feel that their programs provide insufficient human-animal bond training to understand the other side of the leash, but this dissatisfaction is declining as more HAB courses are being offered (Williams, Butler, & Sontag, 1999). Lord, Walker, Cronney, and Golab (2010) point out that veterinary students who completed at least one animal welfare course were significantly better at identifying welfare-affecting factors than students who do not complete any of these courses.

Beyond the scope of veterinary medical students, there are numerous courses being introduced in other programs that highlight an increased popularity in interdisciplinary human-animal bond studies. Many universities in the United States now offer a variety of classes on the human-animal bond, and programs in anthrozoology, the study of interaction between humans and other animals, have become increasingly popular. Two American universities, Carroll College and Eastern Kentucky University, offer undergraduate major programs in human-animal studies and several universities internationally offer undergraduate minor programs in human-animal studies. The Animals and Society Institute (ASI), housed in Anne Arbor, MI, is an organization dedicated to helping universities improve human-animal studies programming, as well as providing scholarly resources for those working in this area. ASI provides a comprehensive list of programs, including certificate programs, undergraduate degrees as well as master's level programs in human-animal studies. This list can be found on their website www.animalsandsociety.org.

To help clarify what these human-animal studies programs consist of, the authors will focus on discussing some of

the innate qualities in two of the universities: The University of Denver, and Carroll College.

The Institute for Human-Animal Connection (IHAC) has existed at the University of Denver (DU) Graduate School of Social Work (GSSW) since 2007. Under the leadership of Executive Director and Clinical Professor Philip Tedeschi, academic programming focusing on Human-Animal Interactions and Animal-Assisted Social Work in combination with the Master of Social Work (MSW) degree began in 1996, making this the first academically degreed program of social sciences to offer a specialized academic certificate in this area. The unique foundation of social work is grounded in the pursuit of social justice and humane treatment of others, and students are encouraged to embrace these concepts in connection to animals and the living world.

The academic programs supported by IHAC in Animal-Assisted Social Work are designed to educate the next generation of practitioners to incorporate animal-assisted interventions in human service settings across the lifespan, with recognized best practices and evidenced-based approaches. Students gain experience with canine, equine and therapeutic farm-based models. All students in the program have a field internship opportunity in the area of animal-assisted social work and learn how to care for therapy animals according to national standards. The program gives the students not only a theoretical model to follow, but also numerous hands-on experiences.

Humane Universities must also respond to contemporary issues of urgency facing our living world. At no time in human history has the need for humane education been more acute.

Tensions between humans, environmental devastation and rampant abuse of other animals are at an all-time high. Over the past fifty years, humans have negatively altered global ecosystems and driven more species into extinction more rapidly and extensively than in any comparable period of time in human history. In 2016, IHAC launched an important new program directed at graduate level professional educators and practitioners to influence parent engagement in humane education. The Certificate program, Raising Compassionate Kids: Humane Education & Interventions for Early Learners Certificate, focuses on humane education training for teachers, parents and caregivers of children ages 2-8, with adaptability for older children.

A former graduate from the Denver program expressed to the authors, “People look forward to interacting with and getting some love from the animals in class. Having the animals in class opens up avenues for conversation with people you don’t normally speak to. The program was extremely helpful for me to learn how to incorporate animals in my social work professional training.” She also noted that having an animal in the classroom as part of the learning exercise/activity helped her learn and remember the material better. Animals help to drive home the point in a non-judgmental way, and that non-judgmental way makes it easier for students to remember and apply concepts (Huang, M., personal communication, January 15, 2013).

Carroll College in Helena, MT offers an undergraduate BA degree in Anthrozoology. This program focuses on the human-animal bond and the role animals play in enhancing the lives of humans. During their junior year,

students foster a dog from local shelters and work with it for an entire academic year. Dogs are trained for purposes such as service, animal-assisted therapy, or scent work in search and rescue missions. The whole campus becomes a canine classroom and the dogs go with the students to their other classes. The equine component of the program provides an opportunity for students to work with horses and learn about equine-assisted activities and therapies. Human-wildlife interactions are also included in the curriculum and students may choose to work at a wildlife rehabilitation center to explore the role that wild animals play in human lives. According to Anne Perkins, director of Anthrozoology at Carroll College, “By including the study of the human-animal bond in an academic setting, we are supporting the growth of our understanding of how animals impact humans. And, we are educating students on how they can best support and appreciate non-human animals” (personal communication, September 24, 2014). Students are coming from all over the country to participate in this unique curriculum, and it is the fastest growing major at the College.

Many students who take human-animal bond courses find the classes mixed not only with educational opportunities, but also with tremendously rich in service-learning options. A student who took a graduate course at California State Polytechnic University with one of the authors of this paper pointed out “I believe that having this course offered help to students, several of whom are intending on becoming future teachers, to become more aware and knowledgeable regarding the layered and comprehensive aspects of working with animals. Many of the students in the class had to learn not only the educational

aspects of, but also combine these opportunities with service-learning” (Gimeno, J., personal communication, November 16, 2013).

Service-Learning with Animals

Service-learning is an educational experience for students to learn and develop their knowledge through active participation in their community. It promotes the philosophy of being an engaged campus. Service-learning is a pedagogy that provides students with the opportunity to put theory into action, by practicing what they are learning in meaningful service activities. Unlike other forms of experiential education, service learning allows students to integrate their work into the community with guided reflection. It allows for a profound experience that integrates both academic learning and service, as well as a system for assessing the impact of the experience on students' overall learning.

Service learning can naturally be integrated into humane education classes as part of the curriculum. It allows the students to utilize acquired knowledge within their own communities. The pedagogy also enhances what is taught in the classroom through hands-on community collaboration. Service learning differs from community service in that it benefits both the recipient of the service, as well as the provider of the service, which is crucial. The students who engage in service learning are practicing what they are taught in the classroom, while the recipients of the service get the tremendous benefit of having extra attention and the activities that are provided by these students. In contrast, although field education or internships are concerned about the recipients of the services, their primary

goal is for the provider of the services.

Service learning, therefore, is a teaching methodology that incorporates the hands-on experiences, as well as the reflection as an aspect of the teaching methodology. Of course, service learning promotes community involvement, as well as the importance of working with our community partners. There are many outcomes of service learning, including having relevant and meaningful service opportunities. Faculty who incorporate service learning in humane education classes are equally as concerned about how they enhance their academic learning of the students, and enhance their civic learning and civic engagement. There are several ways for students to become engaged in service learning opportunities on campus, but it is important for professors to develop the resources for their students to participate in these activities.

One example of service-learning with animals occurring on college campuses is a program where students train service dogs for individuals with disabilities. Programs, like the one occurring at Arizona State University called Sparky’s Service Dogs, offer students the opportunity to train a service dog while living on campus and attending classes. Programs like these are popping up all over the country at colleges, such as The University of North Carolina Wilmington, Virginia Tech, and Penn State to name a few, and allow students the opportunity to engage with animals as well as give back meaningfully to their communities.

Comfort Creatures on Campuses: The New Role of Animal Visitation Programs

Visiting therapy dog programs on university campuses have become increasingly popular in recent years (Adams et al., 2017). The dogs interact with the students in libraries and in dorms, and help reduce anxiety during stressful times. In a 2009 survey of college students, 90% of participants described their pets at home as a source of comfort and support from stress, and 96% of participants expressed a positive interest in having pets visit on a campus (Adams, Riley, & Carlson, 2009). The research from previous studies of human-animal interactions highlights the tremendous physiological and psychological benefits of interacting with therapy dogs, which seems to be one of the main impetuses for the dogs' visitations. The presence of a dog has been shown to reduce college students' blood pressure during stress-inducing tasks (Wilson, 1987). College students also experienced reduced anxiety during a stressful task (Wilson, 1991) and lower self-reported depression (Folse, Minder, Aycock, & Santana, 1994) after interacting with dogs. During physical contact with dogs, human cortisol (stress hormone) levels decrease significantly, while levels of oxytocin, an endorphin that promotes happiness and patience among other things, increase (Odendaal 2000; Odendaal & Meintjes 2003).

It is clear that both animal visitation programs, as well as the universities that host them, would benefit from additional research to support the anecdotal findings. Crossman and Kazdin (2015) prepared a chapter in *The Handbook of Animal Assisted Therapy* (4th Edition) that discusses the need for research to establish the efficacy of animal visitation programs in general. However, in their paper they reviewed critical findings that demonstrate why

students would find it helpful to have animals present on university campuses. They highlighted the efficiency, flexibility, credibility, and appeal of animal visitation programs as factors that may contribute to their success. With the research from their group at Yale University, Crossman and Kazdin identified about 925 colleges and universities around the country that have some sort of visiting animal program. These programs varied in nature and delivery, with the majority being run by volunteers, but some involving clinicians.

Although there is limited research examining the use of therapy animals on campus, there is substantial anecdotal evidence to support the efficacy of these visitation programs. Judith Young, a librarian at the Abington Memorial Hospital Dixon School of Nursing, brings her Golden Retriever, Goldilocks, to campus prior to the nursing students' examinations (Young, 2012). Based on positive feedback from students, Young decided to empirically examine whether interacting with a dog decreased students' test anxiety. The results from the study were not significant; however, the positive reactions from individual students suggest the value of having comfort animals on campus. Students noted that their exam grades were lower when they did not interact with Goldilocks, and some students would ask to have snippets of her hair with them during their exams to reduce their anxiety. One student even requested a consultation with Goldilocks before the nursing licensing exam.

The University of Connecticut's Homer Babbidge Library also offered an animal visitation program during exam period, Paws to Relax, and it was extremely well-received by the students (Reynolds & Rabschutz, 2011). One

student's comment about the program captures the overwhelming positive response.

The paws for relaxation program is absolutely brilliant. I have a really rough finals schedule and when I finished my first two Monday morning, I was really upset. I got into my dorm room and my roommate told me that there was a therapy dog in the library. I went there immediately and stayed for 45 min. I needed that so badly. I can't even express how much it meant to me to have that dog there. I have three at home and they are my go to gals for stress relief. To be able to go see a doggie and play with him for as long as I wanted made my life so much better today and my finals so much easier to do this." (Reynolds & Rabschutz, 2011, p. 360)

The University of Toronto's Gerstein Library held the Paws for a Study Break program to help reduce stress during exam period. Illustrating the efficiency of the animal visitation programs, 417 individuals had the opportunity to interact with the program's therapy dog, Bella, over the course of six 90-minute sessions. Students were asked to evaluate their experience, and with 100% of survey respondent expressing interest in attending a similar event in the future, the organizers plan on repeating the program during subsequent exam periods (Bell, 2013).

Many other schools, including Harvard Medical School and Yale Law School, have resident therapy dogs in their libraries. Researcher Loise Francisco Anderson, the owner of Harvard's resident shih tzu, Cooper,

describes the non-judgmental comfort that animals provide to students: "You can release some of the emotions to a pet that you can't to a human. A pet keeps it confidential. You don't have to worry about someone else saying, 'Oh, I think she's having a nervous breakdown over the science exam'" (Turner, 2012). Interactions with Monty, a therapy dog at the Yale Law School library, received equally positive reviews. One student shared: "I have to say that I left my session completely calm and with a big smile on my face. That is definitely not my typical state of being when I'm at school, and it was an incredibly refreshing change from the status quo" (Aiken & Cadmus, 2011). The visits with Monty were originally piloted as a three-day program, but with a waitlist of 30 students wanting to meet with him after the pilot program had ended, Monty has now become a permanent fixture in the Yale Law School library (Weinberg, 2014).

Binfet and Passmore (2016) translated the concept of therapy animal visitation programs to a more structured group intervention. First year college students participated in eight weekly 45-minute sessions, where they interacted with therapy dogs and the handlers for the duration of the session. Students who participated in the program reported significantly lower levels of homesickness than students in the waitlist control group. Participants also reported an increase in quality of life and in social connectedness over the course of the eight weeks. Qualitative analysis revealed that providing students with a sense of community, facilitating interactions between students, and reminding students of home were some of the benefits that students gained from interacting with the dogs.

Although increasing student well-being is usually the focus of these interactions with therapy animals, the organizers of the visitation programs must also be mindful of the animals' welfare. Reynolds and Rabschutz (2011) recommend limiting the visits with each animal to one hour, but also to always consult with the handler, who will be the best judge of his/her animal's capabilities. Aiken and Cadmus (2011) also note the importance of creating a comfortable and familiar environment for the animals during the visitations.

One of the benefits of the visitation programs is that, although being quite short in duration, they seem to bring normalcy into a university setting. This may be especially important for students who live in dormitories. Leaving home and moving into a dormitory can be a major life change, and the presence of an animal can help ease this transition. Many universities are now allowing students to bring pets with them in dormitories. For example, Massachusetts Institute of Technology has four cat-friendly dorms. Stephens College has a dorm unofficially known as "Pet Central" and offers Doggy Daycare, and Eckerd College allows students to have dogs, cats, fish and snakes in certain dormitories.

John Sullivan, who was the dean of admissions at Eckerd College, states that having pets in dormitories is a tremendous asset for a university campus to have, and it gives students the opportunity to meet and bond with other students (Lytle, 2011). Conversely, Dr. Harold S. Koplewicz, a child and adolescent psychiatrist and president of the Child Mind Institute, warns that having a pet on campus may actually serve as an excuse to not meet other people, or to cover more serious mental

health problems, such as depression (Steinberg, 2010). Overall, students find that having a pet in their dormitory enhances their social life, provides social support, and relieves their stress. Stephens College claimed that their pet owners also tend to be particularly responsible and organized (Steinberg, 2010).

Therapy animals in counseling centers

Universities across the United States, such as New Mexico State University, Utah State and the University of Wisconsin, are now introducing therapy animals in their student counseling centers. Preliminary findings on the effectiveness of therapy animals in university counseling settings are very promising, and research indicates that animal-assisted therapy is an "effective treatment modality for self-reported depression among college students" (Folse, Minder, Aycok & Santana, 1994). Leslie Stewart led a study providing animal-assisted therapy to 55 students in a group counseling setting. The research team found a 60% decrease in students' self-reported symptoms of anxiety and loneliness, and 84% of participants indicated that the therapy dog was the most important part of the counseling program (Georgia State University, 2014).

The animals encourage students to seek counseling, particularly if they have never been to a therapeutic setting, and as Fine (2015) notes, the animals establish a comfortable environment for the students to disclose their personal information. In some ways, having the animal in the therapy environment allows the therapist to go under the radar of the student's defense mechanisms. The animal acts as a social catalyst for that

engagement. Furthermore, the physical contact with the dog provides a non-threatening source of relaxation for that student (New Mexico State University, n.d.). Kim Charniak, a clinical social worker at the University of Wisconsin – Oshkosh, is the owner of the counseling center’s resident therapy dog, Sherman. Charniak believes that “there is something emotionally freeing about being in a calming presence of an animal. With Sherman, we are able to offer more relaxation and therapy services to students—creating a sense of safety and nurturance” (Reineck, 2011).

With college campuses reporting an increased number of students seeking mental health services at campus clinics (Hunt & Eisenburg, 2010), utilizing non-traditional methods of counseling can help universities serve this growing population more effectively. In the 2016 National College Health Assessment, 50.9% of students assessed had feelings of hopelessness, and 60.6% reported feeling “very lonely” (American College Health Association – National College Health Assessment, Fall 2016). Additionally, 38.2% of students “felt so depressed that it was difficult to function” while 10.4% of students “seriously considered suicide” (American College Health Association – National College Health Assessment, Fall 2016). While these statistics are concerning, progressive universities can utilize therapy animals as a method of addressing the growing mental health concerns of college students. For students experiencing depression, interactions with animals may provide a treatment modality that is under-utilized in a university setting.

Emotional Support Animals and Pet Prescriptions

Emotional Support Animals (ESAs) are a growing subset of assistance animals in our communities. While ESAs do not have public access rights under the Americans with Disabilities Act, they do retain rights under both the Fair Housing Act as well as the Air Carriers Access Act, lending credibility to their status as assistance animals. However, universities may see ESAs as a topic of confusion with some concern about how to best address the presence of ESAs in dorms and on campus and the responsibility of college clinics in prescribing ESAs to students (Kogan, Schaefer, Erdman & Schoenfeld-Tacher, 2016). It is important to understand that ESAs are meant to support a patient’s existing treatment plan and reduce the impact of the individual’s diagnosis (Paizs, 2016). Additionally, these animals must be prescribed by a mental health care provider (Paizs, 2016).

While there are certainly aspects of housing animals on college campuses that bear scrutiny, as well as legal questions and concerns about ESAs and university housing, the opportunities may well outweigh the concerns. With a growing demand placed on counseling services at universities, ESAs may provide students the support they need to make what is arguably the most difficult transition of their lives. McNicholas & Collis (2000) demonstrated that dogs can act as a social catalyst, building bridges between strangers in particular. Students new to a college campus with few friends may use their ESA as a social bridge to create friendships, particularly if that student already suffers from a mental health diagnosis that may further inhibit social interactions. A university that has a comprehensive ESA policy that supports students who greatly benefit from the relationship and support of these animals promotes a humane environment where a

student feels supported in his/her transition. Further, a university that takes the next step in creating a policy for prescribing ESAs through either their counseling centers or via some other means can be a pioneer for how to ethically manage the needs of their students with mental health diagnosis. Messages to students and other stakeholders attempt to ensure that members of the university understand the legal framework for these types of supportive programs. For example, when students apply for an ESA accommodation at admission, they are provided specific information in regards to the designation. The following is a brief summary of what is given:

Emotional Support Animal

An Emotional Support Animal (ESA) is an animal that alleviates one or more identified symptoms or effects of a person's disability. Documentation that a person has a disability requires more than a diagnosis of a medical or mental disorder. Disability documentation involves a professional's determination that a person's illness, injury, and/or condition substantially limits one or more major life activities for the individual. Once that determination is made, it must also be determined whether the ESA is necessary to provide you with equal opportunity to use and enjoy your residence, and if there is an identifiable nexus between your disability and the assistance the animal provides in alleviating the effects of the disability.

An ESA is not a pet. An ESA lives at home and does not accompany the student from place to place.

Caring for this animal often enables the student to feel motivated, less depressed or anxious, and more able to connect with others. While dogs and cats are the most common type of ESA, other animals can provide emotional support if they can be appropriately cared for within the context of the dwelling. (Please note that an emotional support animal is not a puppy or kitten. Puppies and kittens require constant care and training. Owning and training a very young animal can be stressful and is contraindicated in the treatment of many mental health conditions (Univeristy Of Denver ESA Protocol, 2016).

The University of Denver is one school that is utilizing innovative means to manage ESAs on their campus and offer training and technical assistance to other Universities. Through the support of the Institute for the Human Animal Connection, as well as the staff and graduate students at the Graduate School of Social Work, DU has implemented a system for evaluating student requests for ESA prescriptions, and determining when a student would benefit from an ESA and when other means of achieving support may be more appropriate. The Institute then serves as a consultant, and also provides training and technical support to both the student and the animals on campus. The Institute offers this support in full collaboration with the University's Disability services, the counseling center, student housing and student life, residential supervisors, and the university legal and custodial services. This support ensures that the ESA prescription is working well for the student, the university, and the animals involved. It is

critical to recognize that only animals that are humanely treated and are experiencing a high quality of life are likely to be therapeutic.

Concluding remarks and future directions

The literature suggests that animals can provide a more humane opportunity for students attending university settings. The authors believe that being around animals and taking courses that provide studies in anthrozoology and service-learning opportunities with animals or the environment helps students broaden their scope of humane interests. Animals can become a part of campus life in diverse ways, spanning support in a clinical setting, to helping a student transition away from his/her family. When we support students in achieving their goals, both academic and social, we help enrich our communities with individuals who are well positioned to act as social and civic catalysts for positive change. By embracing a humane university environment, we are in a prime position to provide that support and facilitate student growth. As Rabbi Hillel once stated, “If I am not for myself, then who will be for me? And if I am only for myself, then what am ‘I’?” The roles that animals can have on a university campus are wide open to discovery. It behooves campuses to consider unique and dynamic ways to incorporate humane education in their curriculum.

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