

**A CASE STUDY OF INCARCERATED MALES PARTICIPATING IN A
CANINE TRAINING PROGRAM**

by

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B. S., McPherson College, 1989

M. S., Kansas State University, 1996

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

**Department of Special Education, Counseling, and Student Affairs
College of Education**

**KANSAS STATE UNIVERSITY
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Abstract

The number of animal training programs in correctional facilities has increased in the past 25 years. Anecdotal accounts have informally assessed the efficacy of prison training programs; however, only limited systemic studies have been conducted (Britton & Button, 2005; Furst, 2006). Preliminary information from anecdotal accounts and narratives indicates the potential these programs have to impact inmate behavior, self-esteem, staff and inmate morale, and community perceptions of offenders (Cushing & Williams, 1995; Harkrader, Burke, & Owen, 2004). There is also an indication inmate trainers learn responsibility, patience, coping skills, and vocational skills (Britton & Button, 2005; Merriam-Arduini, 2000; Turner, 2007).

This qualitative study presents preliminary findings from the following five participant perspectives on the perceived outcomes of a canine training program in a correctional facility where inmates train assistance, therapy, rescue, and medical alert canines: (a) inmate trainers, (b) former inmate trainers, (c) non-trainer inmates who are not involved in the training program, (d) staff, and (e) the researcher. Once trained, the canines are adopted as assistance dogs for individuals in need. Data collected from in-depth interviews with current inmate trainers, former inmate trainers, non-trainer inmates, and staff, and audio and video recordings, researcher observations, and a researcher developed scale indicated the following themes which emerged from the study: there are positive emotional outcomes and positive practical outcomes for inmate trainers who work with dogs in the training program. Positive emotional outcomes for inmate trainers include the following: (a) providing social support, (b) gaining a sense of pride, (c) serving as a feeling of giving back to society, (d) increasing personal patience, (e)

humanizing the inmate trainers, and (f) improving self-esteem. Positive practical outcomes for inmate trainers emerged in the following areas: (a) improving responsibility, (b) having a positive impact on the prison environment, (c) providing opportunities to help others, (d) using goal setting, (e) gaining employability skills, and (e) having a positive effect on behavior.

Results from this study will add to existing literature and research in the field of animal-assisted interventions and rehabilitation programs with human beings, specifically those in correctional facilities. In addition, results from this study will assist correctional administration in the design, implementation, and evaluation of dog training programs in prisons.

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Approved by:

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Fred O. Bradley, PhD**

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Dedication

To my beloved husband, Mike, and our dear children Thayne, Brooke, and Taylor. The support you gave me, and the sacrifices you made for me in my pursuit of this degree are a true example of love and devotion. Without your love and support I could never have reached this goal. I am truly humbled, and will be eternally grateful.

Chapter 1 – Overview of the Issues

In the past 25 years, animal training programs have become increasingly prevalent in correctional facilities (Britton & Button, 2005; Demyan, 2007; Furst, 2006; Turner, 2007). Numerous articles and personal narratives supporting the use of animals with inmates are available; however, few studies in the field have been systematically conducted (Britton & Button, 2005; Correctional Service of Canada, 1998; Cushing & Williams, 1995; Demyan, 2007; Fournier, 2007; Furst, 2006; Moneymaker & Strimple, 1991; Strimple, 1998; Turner, 2007). Deaton (2005) contends more anecdotal accounts than research have been written. While comprehensive data are not available regarding the number of fully implemented animal training programs in correctional facilities (Britton & Button, 2007; Correction Service of Canada, 1998; Strimple, 2003), limited current information outlines the existence of programs in approximately 20 U.S. states, Australia, Canada, England, New Zealand, Scotland, and South Africa (Britton & Button, 2005; Correctional Service of Canada, 1998; Furst, 2006).

One of the first uses of animals in prisons occurred during the mid 1900s in prison animal farms where animals were used to occupy prisoner time, supply income for the prison, and provide mental health benefits to inmates (Soave, 1998). Most animal training programs in correctional facilities were implemented after 2000, based on a community service model in which dogs were trained by male inmates for use by specific populations: disabled individuals, mental health professionals, school personnel, and medical personnel (Furst, 2006; Turner, 2007).

Most prison animal programs are not intentionally used for curative purposes and do not contain a clinical counseling component (Furst, 2006). Traditional prison training

programs involve inmates interacting with and training animals. Animals live in the prison cells and inmates serve as caretakers and trainers 24 hours a day, seven days a week (Fournier, 2007). Programs with these characteristics are referred to as *Prison Animal Programs (PAPs)*, *Human-Animal Interaction programs (HAI)*, *Animal-Assisted Activities (AAA)*, or *Animal-Assisted Therapy (AAT)* (Anderson, 2008; Chandler, 2005; Crawford & Pomerinke, 2003; Deaton, 2005; Fournier, 2007; Furst, 2006; Pichot & Coulter, 2007).

The efficacy of using animals in correctional facilities is based on literature which established the importance of the human-animal bond and its possible therapeutic value (Anderson, 2008; Furst, 2006). This qualitative, single case study research of a canine training program in a correctional facility, explored the human-animal bond and perceived outcomes of the program from the perspectives of inmates, staff, and researcher. According to Fournier (2007), 95% of the 6.9 million inmates involved with the criminal justice system will return to their community at some point in time. Inmates with an increased prevalence of mental illness coupled with insufficient and declining skills, need rehabilitative programs to help make them productive members of society (Fournier, 2007; Marisco, 2007). Prison dog training programs show promise in rehabilitating inmates and reducing the financial burdens placed on communities by prisons (Deaton, 2005; Demyan, 2007; Fournier, 2007; Strimple, 2003).

Statement of the Problem

Using therapy and assistance canines with special populations of individuals is becoming increasingly popular because it offers an innovative and promising curative

approach. Numerous anecdotal accounts describe the therapeutic use and benefits of canines in facilities with various populations; however, limited studies linking therapeutic use of canines with inmates in correctional facilities can be found in journals (Britton & Button, 2005; Correctional Service of Canada, 1998; Cushing & Williams, 1995; Demyan, 2007; Fournier, 2007; Furst, 2006; Moneymaker & Strimple, 1991; Strimple, 1998; Turner, 2007). There is a continuing need to implement and systematically study innovative programs with prisoners focused on rehabilitation and treatment (Cushing & Williams, 1995; Fournier, 2007; Strimple, 2003). Traditional prison rehabilitation programs have addressed specific lack of offenders' skills such as (a) vocational skills, (b) drug and alcohol abuse education and prevention, and (c) GED completion for individuals without a high school diploma (Deaton, 2005). If the goals of prisons are to reform and rehabilitate, efforts "need to consider the whole person who always comes with human needs, emotions and attitudes" (Deaton, 2005, p. 46). Animal training programs in prisons must address both vocational education and attention to human needs in a curative manner (Deaton, 2005; Fournier, 2007). Recidivism rates are reduced when inmates receive educational programs in prison (Cushing & Williams, 1995; Vacca, 2004). Animal training programs are a promising approach in addressing education needs in correctional facilities.

The use of animals in correctional facilities potentially benefits several populations: (a) inmates, (b) the animals, (c) the facility, (d) agencies, and (e) the greater community (Britton & Button, 2005; Deaton, 2005; Fournier, 2007; Harkrader et al., 2004). The efficacy of animal-assisted interventions with incarcerated individuals is not well documented in research literature (Correctional Services of Canada, 1998;

Deaton, 2005; Fine, 2006; Furst, 2006; Moneymaker & Strimple, 1991). Advocates of animal-assisted therapy face the challenge of describing how this intervention is beneficial. Studies have not thoroughly examined whether the positive results of animal-assisted interventions are due to the training program, the animal, its handler, or simply novelty. The perceived outcomes of working with dogs in the training program are examined in this study.

As the pattern of using therapy and assistance canines and canine training programs emerges, research in this area is needed to support the anecdotal accounts. Research is also needed to observe the bond between humans and animals. Effective animal-assisted rehabilitation programs in prisons need to be developed to document the outcomes of inmates' involvement with animals.

Purpose of the Study

The purpose of this study was to describe and understand the perceived outcomes of inmate trainers working with dogs in the canine training program in a high medium correctional facility. A qualitative design emphasizing in-depth discovery, description, and meaning (Berg, 1995; Creswell, 1998; Hancock & Algozzine, 2006) was used to gain insight into the experiences of inmates with the canines and the perceived outcomes of the training program from five participant perspectives: (a) current inmate trainers, (b) former inmate trainers, (c) inmates not involved in the program, (d) correctional staff, and (e) the researcher. A single, within-site case study tradition was used to describe the experiences of inmates in a program to train canines for use as assistance, medical alert, or therapy dogs. Throughout the training, the inmates worked on objectives and goals for their canines, personal goals, personal coping skills, and vocational skills. The study was

conducted to understand the human-animal bond, the experiences inmates had with their canines, and the perceived outcomes of the training program. Therefore, the program had a dual purpose: training the dogs and helping the inmates.

The Research Question

What are the perceived outcomes of incarcerated males participating in a canine training program?

The Research Sub Questions

How do the inmates describe their experiences with the canines?

In what ways do the inmates behave or interact with the canines?

What are the perceived outcomes for inmates working with the canines in the training program?

What are the staff perceptions of the canine training program outcomes?

What observations does the researcher have concerning the canine training program and perceived outcomes for inmates working with the canines?

Definitions of Terms

Canine. An animal of the family *Canidae*, specifically a dog. Canines have pointed conical teeth located between the incisors and first bicuspid (Merriam-Webster, 1995).

Therapeutic. Therapeutic is the “offering or relating to remedy” (Merriam-Webster, 1995, p. 743).

Therapy dog. A canine that is used to help people for curative purposes (Davis, 2002).

Animal-Assisted Therapy (AAT). Fine (2006) described AAT as an intervention using a canine as part of a goal-directed treatment process (Delta Society, 1995), delivered by or under the supervision of a health/human service professional.

Animal-Assisted Activities (AAA). Chandler (2005) and the Delta Society (1995) described AAA as mostly social visits with a therapy animal in varied environments delivered by specially trained professionals.

Service Animals. Animals that are individually trained to provide assistance to a disabled individual (ADA Regulations and Technical Assistance Materials, n.d.).

Assistance Animals. Crawford and Pomerinke (2003) described AA as animals who assist single or groups of disabled human beings which are supervised by a trainer or owner.

Prison Animal Programs (PAPs). Furst (2006) described PAPs as the incorporation of animals into correctional facilities' programming for various purposes.

Human Animal Intervention (HAI) programs. Fournier (2004) described HAI as prison programs involving inmates working with animals to provide a service to the community.

Limitations of the Study

1. Interviews rely on the self-disclosure of inmates and staff. Results of this study were limited to the extent that the interview responses were honest and accurate.

2. The audio and video taping of the sessions may have interfered with the authenticity of the study participant, resulting in *observer effect* or acting in an atypical manner when the researcher was present. Video taping may have created anxiety in the participant which could have affected the responses, self disclosure, and results of the study.

3. Due to stringent security and confidentiality requirements for inmates, staff, and victims of crime as dictated by the Kansas Department of Corrections, verbatim transcription of interviews could not be included in the study. Only summaries of

interviews with limited personal quotes were included to protect identities of participants and their victims. This limitation may have affected in-depth description and reporting of the study.

4. The participants in the study may not be representative of the prison population. Inmates who participated in the dog training program and research study were required to have very few prison disciplinary reports. Reasons for incarceration were not a focus or topic of discussion of the study. It is unknown if the crimes that led to their incarceration are representative of the prison population. In order to apply for the program, inmates had to possess a desire to work with animals 24 hours a day, which may not be representative of the prison population.

5. The sample of the study changed due to inmate trainers who moved to another facility, dropped out of the program, or were removed from the program due to disciplinary action or failure to work adequately in the program. Inmates who were placed in the training program during the study were invited to participate in the study. This may have affected the group dynamics, behavior of the other trainers, and ultimately the results of the study.

6. Researcher or participant bias in favor of or against animal training programs in correctional facilities could affect the study. The researcher owns a licensed therapy dog trained in a correctional facility. This could contribute to researcher bias. Typical participants in the training program are positive about the program or they would not participate. Gaining the perspectives of former inmate trainers, inmates with no previous involvement in the program, and staff were important to include in the study to address the issue of bias.

7. Another limitation could be past experience with the dogs' behaviors.

An inmate may react to a dog depending on feelings about a previous animal of similar behaviors and characteristics.

8. The researcher was not at the prison daily which could have resulted in a trust issue. The inmates involved in the canine training program could have viewed the researcher as an outsider and not cooperated with or accepted the researcher into the group.

9. The transition from not having a training program director during the first two weeks of the study, to a new program director for the duration of the study may have impacted the results of the study. The previous director developed and implemented the program for nine years, and inmates were very positive and accepting of his style of program facilitation. There was some discontentment indicated by inmates regarding the new program director's methods which could have had an effect on the results of the research study.

10. Difficulty gaining access to a prison population for a research study due to security and confidentiality restrictions delayed the study prior to its inception and at times during the process. Once entry was approved, several security issues could have affected the study. Several times during the study, entry was delayed due to new security personnel who were not familiar with the study protocol. Cameras and recording devices are not typically allowed in the facility; however, permission was given to the researcher to use these instruments. On one occasion, the researcher was not allowed entry due to a facility lockdown. In another instance, the researcher was delayed

from leaving the facility due to a defective security badge. These circumstances created anxiety and frustration on the part of the researcher.

11. Trust and safety issues towards the researcher and inmates from correctional staff were other limitations of the study. The researcher was allowed to move freely about the facility without supervision; however, security cameras were focused on the researcher and inmates at all times which may have limited the inmates from acting in a typical manner.

12. A final limitation of the study could be the researcher's inability to effectively grasp the perceived outcomes of the inmate/canine interactions and the perceived outcomes of the program. The study was based on interviews and observations of inmates and their canines in the training program. Results were based on self-reporting measures and potentially inaccurate perception of observations on the part of the researcher.

Chapter 2 - Review of Literature

The purpose of this single, within-site case study was to explore the inmates' perceived outcomes of working with canines in a training program. Specifically, the researcher sought to understand the experiences and the perceived benefits inmate trainers received from working with their canines in the training program. To carry out this study, it was essential to conduct a critical review of current literature in the field. The review of literature was ongoing throughout the study, data collection, analysis, and synthesis.

This critical review of literature explores five major areas of literature to provide a basis for the study:

1. The domestication of animals.
2. The human-animal bond.
3. Dogs as companions.
4. The benefits of animals.
5. Animals in correctional facilities, the focus of this study.

A review of the domestication of animals, human-animal bond , and history of the domestic dog provides an understanding of the context under which animals evolved for specific use with humans. Current literature on the beneficial use of animals with humans provides a foundation for understanding the perceived outcomes and benefits from the perspectives of individuals in the correctional facility involved in the study.

To conduct the literature review, the researcher used multiple sources of

information: (a) books, (b) dissertations, (c) Internet resources, (d) professional journals, (e) newspaper and magazine articles, and (f) literature from professional animal organizations. Due to the limited amount of literature available on the subject, no specific restrictive time frame was utilized in conducting this review.

When apparent, the researcher attempted to identify any missing elements in the literature throughout the search. At the end of each section of the literature review, an analysis and synthesis of the information presented was included. In addition, implications and recommendations for further research related to this study and recommendations from the researcher as a result of professional judgement being immersed in the study are presented. The chapter concluded with an interpretive summary regarding the researcher's understanding of the material and how the literature contributed to the study.

The Domestication of Animals

Early History

Relationships between owners and their pets have developed throughout history; however, relationships apart from that of the owner-pet are producing promising effects (Crawford & Pomerinke, 2003). It is not known when man began to use animals as companions. What is known, is that animals have had an important role with humans (Levinson & Mallon, 1998). Until the end of the Ice Age, man obtained food and materials from gathering wild plants and hunting wild animals (Serpell, 1986). Early man looked to animals as a means of safety and security (Levinson & Mallon, 1997). Anderson (2008) reported that animals were initially kept for the work and services they provided their keeper. In foraging and hunting cultures, the earliest forms of art

expression included depictions of wild animals in caves (Levinson & Mallon, 1997; Schoen, 2001). In primitive societies, animals were believed to have prophetic and healing powers (Levinson & Mallon, 1997). Documentation of the curative power of animals extends from the early Egyptians to the present (Schoen, 2001). Animistic belief systems, predominant in hunting and foraging cultures, upheld the opinion that all animals, living or dead should be treated respectfully to avoid negative spiritual influences (Serpell, 2006). Hunters performed rituals upon killing an animal in order to appease the animal's spirit or *manito* (Serpell, 2006). In ancient societies, pets were popular and in some cases, considered sacred (Levinson & Mallon, 1997). Belief that the cat was immortal led to the highly esteemed position it held in ancient Egypt (Levinson & Mallon, 1997).

The transition of wild animals to present day working and companion animals had a significant impact on history (Anderson, 2008). According to Serpell (1986), the exact date animals transitioned to a domesticated state is only speculative. The first domesticated animal was the wolf (*Canis lupus*), the ancestor of what is now commonly called the dog (Beck & Katcher, 1996; Levinson & Mallon, 1997). Dogs prefer to be in a pack that is dominated by a leader of the pack which lends itself well to the foundations of human-dog interactions, relationships, and training (Beck & Katcher, 1996). Dogs willingly accept people into their pack. At the end of the 17th century, sympathetic attitudes towards animals emerged, and the practice of pet keeping extended beyond the typical aristocratic class to the lower societal classes (Serpell, 2006). The beginning of the nineteenth century was credited with a growth in popularity of domestic pets (Schoen, 2001). Odendaal (2000) contends historical evidence supports this

domestication of animals was a natural evolutionary process.

Throughout history it has been documented that animals have undergone a significant transformation from “the hunted” to current status as pets and curative helpers for humans. Writers in the field of the human-animal bond have speculated that man’s psychological needs may have influenced the domestication of animals (Levinson & Mallon, 1997). The significance that animals played throughout history is the impetus for research relating to the relationship or bond that exists between man and animal.

The Human-Animal Bond

History of the Human-Animal Bond

The development of a human bond with animals has been documented throughout history (Crawford & Pomerinke, 2003; PAWS for a Story, n.d.). The term human-animal bond (*HAB*) was not coined until the 1970s in Scotland; however, the concept was introduced earlier by Boris Levinson and Konrad Lorenz (Hines, 2003). Levinson studied the benefits animals had for their adult and child companions (Schoen, 2001). Initial discussion on the human-animal bond at times was ridiculed, rejected, and poorly funded among professionals in the field (Hines, 2003).

Credibility in the field of human-animal bond research was predominantly advanced by leaders in the field of veterinary medicine and from conference proceedings in the 1970s and 1980s (Hines, 2003). As a result of Levinson’s work, research in the 1980s was mildly stimulated in disciplines of psychology, psychiatry, sociology, and therapy with limited acceptance (Hines, 2003; Schoen, 2001). Professionals in the field concluded both man and animal gained from human-animal relationships (Soave, 1998). Social scientists discovered that health benefits resulted when individuals lived with

companion animals (Anderson, 2008). Levinson and Mallon (1997) indicated animals had a powerful influence on the human organism. However, research did not begin to substantially support the value of animals with humans until the 1980s (Britton & Button, 2005). The first notations in veterinary medical literature of benefits of animals on human physical and mental health was included in professional journals in the 1990s (Hines, 2003).

Self-Psychology and the Human-Animal Bond

Research was needed to establish support for the concept of the human-animal bond, to articulate methodology, and to provide a theoretical base (Hines, 2003). Anderson (2008) proposed the theory supporting the human-animal bond was explained through the study of *self-psychology*. Self-psychology purports that three basic needs are critical in human growth and development: mirroring needs, idealizing needs, and alterego needs (Anderson, 2008). Mirroring needs are met when an individual feels understood and appreciated. Idealizing needs are met when a feeling of emotional stability and attachment is achieved. Alterego needs are satisfied when identification with others, specifically those similar to us, occurs. Companion animals have the innate ability to help satisfy these three needs through their reactions to and interactions with humans (Anderson, 2008). Self-psychology contends that dogs serve as a self-object in responding to these human needs (Anderson, 2008).

Biophilia Theory of the Human-Animal Bond

A second theory which has been proposed concerning the human-animal bond is *biophilia* (Anderson, 2008; Beck & Katcher, 2003; Melson, 2003; Melson & Fine, 2006). The *biophilia* hypothesis rests on the belief humans are trained to pay attention to animals

and their environment. This extends from early evolutionary development where man hunted for and located sources of food (Beck & Katcher, 2003). This hypothesis provides a strong argument for therapeutic inclusion of animals with children (Melson & Fine, 2006). Animals are able to gain a child's attention and help engage the child in therapy. The presence of an animal may also communicate to the child that the therapeutic environment is secure (Melson & Fine, 2006).

Social Support Theory of the Human-Animal Bond

A third theoretical perspective that supports the human-animal bond is the *social support* theory (Beck & Katcher, 2003; Melson, 2003). Social support is described as social interactions and relationships which benefit humans (McNicholas & Collis, 2006). Social support theory contends that humans need social companionship. Some of the ways this companionship can be fulfilled include: (a) friendships, (b) marital relationships, (c) church membership, (d) community involvement, (e) telephone conversations, and (f) medical staff support. Animals can potentially provide social support and companionship (Melson, 2003). Some individuals consider a pet as member of the family, talk to a pet, and even confide in a pet. Observations of individuals with a pet can be described as a form of social interaction. Results from a study on the effect of pet ownership during spousal bereavement indicated that in the early stages of bereavement, pet ownership was beneficial (McNicholas & Collis, 2006). Walking a dog helped instill a sense of normalcy in grieving individuals.

As public attention to the human-animal bond became more popular, the following organizations emerged to further research and practice in the field of the human-animal bond: the Delta Society, the Humane Society of the Pikes Peak Region,

People-Pet Partnership, and Pet-a-Pet Program (Delta Society, 1995; Hines, 2003). Dr. Leo Bustad, founder of the Delta Society and Nobel Peace Prize recipient, was instrumental in the advancement of research in the area of the human-animal bond. The media helped contribute to the field by emphasizing the bond that develops between an assistance dog and handler (Hines, 2003). Finally, the pet food industry provided both programming and research support.

Evidence in support of the human-animal bond has been well-documented in literature since the 1970s. Early discussion on the presence of the human-animal bond was not well received; however, recent literature and theoretical propositions are more favorable. Theoretically driven research needs to be conducted to resolve some of the existing discrepancies concerning the theoretical basis and evidence of the human-animal bond. The evolution of the domestic dog “offers insight into how animals became companions” (Anderson, 2008, p. 5) and developed a bond with man.

Dogs (Canines) as Companions

In exploring the bond between humans and companion animals, history begins with the first domesticated companion animal, the dog (Anderson, 2008). Historically, dogs served a variety of useful purposes (Soave, 1998): in law enforcement as police, sniffing, and guard dogs; in search and rescue by tracking the scent of footprints and trailing human scent and bacteria. Dogs were used by the military to detect intruders, to locate explosives and wounded soldiers, and to provide physical support by carrying messages, supplies, and the injured. (Soave, 1998). The use of dogs in time of war has been well documented. Egyptians and Romans used dogs for guard duty in time of war.

German soldiers used dog corps in the late 1860s to aid soldiers. The United States employed in excess of 10,000 dogs during World War II (Soave, 1998).

Assistance Animals

Dogs also provide assistance to individuals. The use of seeing-eye dogs to assist the blind began in the early 1900s. Specially trained dogs to assist individuals with disabilities other than blindness began approximately 25 years ago (Sachs-Ericsson, Hansen, & Fitzgerald, 2002). Dogs trained to respond to various sounds for the hearing-impaired or deaf instill a sense of independence in their handlers (Soave, 1998).

Assistance animals help their partners by providing physical help, companionship, and friendship (Davis & Bunnell, 2007). There are four types of assistance dogs (Chandler, 2005; Crawford & Pomerinke, 2003; Davis, 2002; Sachs-Ericsson et al., 2002; Soave, 1998):

1. Service dogs for individuals in wheelchairs to assist with mobility such as spinal cord injuries, multiple sclerosis, muscular dystrophy, cerebral palsy, polio, and brain injury;
2. Specialty dogs for individuals with two or more disabilities;
3. Social dogs that provide love and support for disabled individuals; when their disability prevents use of service dog;
4. Therapy dogs to provide affection, touch, and conversation.

A three-year study of 51 deaf or hard-of-hearing individuals ages 22 to 87 who used hearing assistance dogs was conducted by Guest, Collis, and McNicholas (2006). The purpose of the study was to investigate changes in psychological mood states, social function, and occurrence of minor health problems. Results indicated recipients had

reduced feelings of loneliness, stress, anxiety, tension, fearfulness, and depression with increased social functioning. Dogs provided social support for their handlers.

General Benefits

Dogs provide psychological support and companionship. There are approximately 74.8 million dogs living in homes in the United States (The Humane Society of the United States, 2008.). Thirty-nine percent of the households in the United States own a minimum of one dog, 25 percent, two dogs, and 12 percent, three or more dogs. The mean average for dog ownership in the United States is 1.7 dogs per human (Arkow, 2007; The Humane Society of the United States, 2008). Dogs possess traits of unconditional love, pack membership, and the ability to communicate with those difficult to reach which makes them the most ideal companion for humans (Anderson, 2008; Serpell, 1997). Dogs make definite attachments and remain in close proximity to their companions, have noticeable non-verbal expressions, and consider their human companions the dominant social partner (Serpell, 1997). Messent (1984) studied handlers and their dogs regarding conversations while dog walking. Results concluded dogs played an instrumental role as stimulators in number and length of conversations with passersby.

From birth, children with physical disabilities have abnormal social experiences and interactions with others (Mader, Hart, & Bergin, 1989). Personal distance and social interaction with disabled persons can be inhibited. The use of an assistance animal helps normalize the social interactions and reduce these social barriers. A study conducted by Mader et al. (1989) examined social interactions between children with service dogs and others in the school setting, on the playground, and at the shopping mall. Results of the

study support the hypothesis that children with disabilities experience increased social acknowledgement from familiar peers and strangers when they were accompanied by service dogs.

Social interaction between acquaintances and strangers increases when a canine is present. Eddy, Hart, and Boltz (2001) studied responses of passersby to individuals in wheelchairs when a service dog was present and absent. Results indicated service dogs facilitate social interaction for people with disabilities. Disabled individuals experience social isolation which can result in social rejection. Service dogs assist their disabled handlers in overcoming social rejection and increasing personal assertiveness during dog training and care.

Dogs have the ability to form sustainable unconditional relationships with humans (Serpell, 1997). Consequently, they are used predominantly in specialized settings like the correctional facility in this study. Empirical research is needed to study and validate the effects of using dogs and dog training programs with specific populations. Other animals such as horses, cats, birds, fish, and reptiles have also been used with some populations, producing positive results (Correctional Service of Canada, 1998; Furst, 2006; Marisco, 2007; Strimple, 2003). Regardless of the type of animal and setting, using animals with humans has proven to be beneficial (Myers, 2007; Schoen, 2001; Serpell, 1997; Soave, 1998).

Benefits of Animals

Overview

According to a recent survey of American families with school-age children,

the Humane Society of the United States found between 70% and 75% of the families surveyed owned a minimum of one companion animal (Boat, 2006; Melson, 2003). With the prevalence of companion animals in the United States, it is logical to assume they are beneficial to families. It was concluded during the 1970s that both humans and animals benefited from a mutual relationship (Soave, 1998). According to advocates of animal-assisted therapy and other leaders in the field, some of the ways animal contact benefits humans are as follows (Myers, 2007; Schoen, 2001; Schoen & Proctor, 1995; Soave, 1998):

1. Providing friendship and someone to talk to without arguing or Disagreeing;
2. Helping develop responsibility in humans through performing specific duties;
3. Providing companionship when lonely;
4. Educating others regarding nature;
5. Instilling trust and providing affection without rejection;
6. Helping the disabled;
7. Improving child and adolescent self-esteem;
8. Fostering socialization between children and their peers;
9. Improving quality of life in elderly;
10. Protecting;
11. Providing humans with a sense of being needed; and
12. Helping humans gain an understanding about life, compassion, love, forgiveness, and sacrifice.

Early History

From the late 1700s to the early 1800s, animals were used as helpers for distressed humans. Purposefully teaching mentally ill patients how to care for pets was an intervention used by The York Retreat in England during the middle of the 18th century (Furst, 2006; Levinson & Mallon, 1997; McConnell, 2002; Soave, 1998). Approximately 200 years later, journal notations on the successful use of animals reoccurred (Levinson & Mallon, 1998). Animals were used on prison animal farms in the 1900s to provide emotional support for prisoners and to instill in them a sense of accomplishment in their ability to care for and train animals.

Research in the past twenty five years has shown the importance of animals with humans in many arenas (Britton & Button, 2005). According to Soave (1998), professionals in the health care field observed that humans need animal companionship. Florence Nightengale was first credited with study of animals in health care (Pichot & Coulter, 2007). As a result, the use of companion animals occurred with heart disease patients, depressed, disturbed and disabled individuals, and to aid patients recovering from surgery. From their use in health care, terms such as *pet-facilitated therapy* and *human-animal companion* arose (Soave, 1998).

Animals in Health Care

Animals are potentially beneficial in the field of human health (Beck & Katcher, 1996). Friedmann, Katcher, Lynch, and Thomas (1980) studied the effects of social isolation and social support on the survival rates of coronary heart patients. Pet ownership as a source of social companionship was examined in relation to survival rates. Through

extensive interviews and follow-up, results indicated the mortality rate among heart disease patients with pets was approximately one-third that of patients without pets (Beck & Katcher, 1996). The social variable of pet ownership affected survival rates for cardiac patients.

Animals in Hospitals

Animals are being used in hospitals with children to aid in recovery, self-esteem, and healing. In a proposal by McGuirk (2001), animals were introduced to hospitalized children first by sight and then touch to help improve their self-esteem, reduce depressive feelings, and help them recover faster. Later, animals were used in individual sessions with therapists or psychologists.

Approximately 20 million U.S. children possess a chronic illness which creates stress for the child, family, and health community (Spence & Kaiser, 2002). Chronically ill children need social support to cope with stress, interruptions in daily activities, and lifestyle modifications. The family pet serves as a source of social support providing unconditional love and acceptance as a playmate, friend, and confidante. Animals serve as social facilitators by increasing social support from others.

Studies have shown that owning a pet or proximity to animals is beneficial. Animals can benefit humans by lowering blood pressure, reducing need for pain medication, and providing soothing touch (Gerhardt, 2000; McConnell, 2002). Dogs have been utilized in rehabilitation programs for victims of brain and spinal cord injuries (Rivera, 2004). Assistance animals are beneficial to persons with disabilities. In a sense, assistance animals provide their disabled handlers a sense of autonomy. Sight and hearing impaired individuals receive a sense of security from their animals which enables them to

more skillfully manipulate their environment. Passersby may feel less apprehensive in approaching a disabled individual when an animal is present (Beck & Katcher, 1996). Animals help bridge the communication barrier between a person with a disability and others they have contact with.

Animals in Hospice and Grief

The use of companion animals in hospice medical services has been well documented (Catanzaro, 2001). The focus for hospice patients is not curative care, but end of life care. For these patients, the utilization of an animal as part of their treatment plan helps reduce loneliness, depression, and boredom. At any point in their care plan, the Kubler-Ross Loss Bereavement model can be used with assistance of companion animals to address the following stages of grief in hospice patients: denial, anger, guilt, depression, and acceptance (Cusack, 1988). Companion animals have the potential to play a significant role in the grief process and help terminally ill patients work through their feelings by listening, providing unconditional love, and serving as a confidant. (Catanzaro, 2001; Granger & Kogan, 2006). Some benefits animals provide in working through feelings associated with grief are (Catanzaro, 2001):

1. Companionship and unconditional love;
2. Distraction from the illness;
3. Reduction of stress; and
4. Instilling a sense of security in the patient.

Anecdotal Accounts

Health benefits have been documented in literature, but many accounts are anecdotal (Cole, 2007; Pichot & Coulter, 2007; Schoen, 2001). It can be difficult to

measure the exact variable that causes a change in health. Crawford and Pomerinke (2003) reported that a patient awoke from a coma after contact with a therapy dog. In another anecdotal story, a companion animal “was a symbol of remembered past losses and of a march of events in young lives over which there is frequently no control” (Powers, 1992, p. 45). Personal accounts describing benefits are abundant; however, empirical research needs to be conducted to add to the existing literature, address many of the inconsistencies in the literature, and validate the therapeutic value of animals (Beck & Katcher, 2003).

Animals in Mental Health

Animal-Assisted Therapy

Levinson originated the therapeutic use of animals with psychiatric patients (Beck & Katcher, 1996; Serpell, 1986). The Lima State Hospital for the Criminally Insane accidentally implemented the first animal therapy program (Harkrader et al., 2004). A patient at the facility rescued an injured sparrow and discreetly cared for the bird. When staff discovered the bird, they noticed a change in behavior among the patients in the ward. As a result, an animal therapy program was implemented assessing its effects through a long-term study. Results of the study indicated a decrease in patient medication by 50% and a reduction in suicide attempts and violence compared to patients on the ward who did not have contact with the animals (Harkrader et al., 2004). Animal training programs designed to provide a therapeutic element are labeled as either animal-assisted therapy in counseling (AAT-C) or animal-assisted therapy (AAT). The terms are used synonymously. Animal-assisted therapy has been used extensively in modern day

practice in the United States (Pitts, 2005).

Animals and the Elderly

One of the most common uses of animal-assisted therapy has been with the elderly, even though the intervention has been implemented with other populations. Animals may provide companionship to elderly who experience social isolation and depression (Turner, 2007). Companion animals are being used with senior citizens in programs such as Strategic Humane Interventions Program (SHIPP) where both the elderly and animals benefit (Loar & White, 2007). Senior citizens teach new skills and tricks to animals that remain in their cages, so there is no worry regarding injury to the elderly. An additional part of the program is a socialization component in which elderly participants can sit, hold, and pet an animal without safety concerns. The program benefits the pets by teaching them skills to improve their chance of adoption (Loar & White, 2007). Forming a relationship with an animal has a strong socializing effect.

Animals and Children

A study of animal-assisted therapy with children in public school special education was conducted by Katcher and Teumer (2006). The animal program included animals on a farm incorporated into a nature study with gardening and social relationships with the children. Results indicated that children were more attentive and focused on instruction and learning with a higher capacity for social interaction while at the farm. The amount of pathological and disruptive behavior decreased and more adaptive behavior was displayed at the farm as opposed to the regular classroom. Small but significant benefits occurred with autistic children.

Animals are frequently incorporated into counseling and therapy with children.

Therapy animals have been used with children as adjuncts in educational and health care settings (Jalongo & Bomboy, 2004). Canine-assisted therapy in counseling is part of a curriculum for individual children in which a dog visits rather than resides in the school setting. (Chandler, 2005; Jalongo, 2004). The handler and dog have been thoroughly trained, evaluated, and registered which enables them to adapt to various environments and situations (Jalongo, 2004). Therapy dogs and their handlers are required to undergo extensive individual and team training. Once the training is completed, the animal and handler must pass a public access test to make sure they are able to successfully work as a team in various settings (Jalongo, 2004). Animal-assisted therapy in counseling is used in schools, hospitals, agencies and private practice. Counselors working with their own evaluated and certified animals is the most common and preferred method of animal-assisted therapy in counseling. The advantages of counselors using their personal animals is supported through the demonstration of a strong and healthy bond already existing between the counselor and animal and a familiarity with the animal which helps the counselor more accurately predict the animal's emotional state and behavior (Chandler, 2005). Counselors working with their own dogs can serve as a model for building trusting, positive relationships with clients (Chandler, 2005).

Self-care children experience loneliness, social isolation, emotional stress, fearfulness, and boredom (Heath & McHenry, 1989). Pets are a source of support for self-care children by predictably responding with welcoming affection when children return home. It is crucial self-care children learn responsibility so they can respond to personal safety and household decisions. Caring for a pet can instill a sense of responsibility which further prepares children for responsibilities of self-care.

Pets provide children with opportunities to learn and practice appropriate nurturance and care of another living creature. Melson (2003) contends nurturance development is the foundation for effective parenting and caregiving.

Animals and Children with Emotional and Behavior Problems

Children, especially those with emotional and behavior problems, desire appropriate physical touch. Many of these children have had painful experiences in their social lives with others (Beck & Katcher, 1996). Animals pose less of a threat with touch for these children and can be used as an instrument of calming through petting. Animals fulfill a basic human need by offering unconditional love and affection (Rivera, 2004). Frequently, children from dysfunctional families or children with disabilities are avoided by others. These children are often perceptive and pick up very quickly if someone is sincere or not. Animals are transparent. They are genuine and show acceptance and affection to those who give them attention. An animal's dependence and nonjudgmental nature makes people feel important and accepted.

Animals were used at Green Chimneys, a residential facility for children with emotional/behavioral disorders in New York, to help ease the transition to the facility (Thigpen, Ellis, & Smith, 2005). The facility incorporated animals into all aspects of their treatment with positive results. The issues causing children to be institutionalized were influenced positively by using animals as adjuncts. Serpell (1997) indicates that juvenile delinquents are attached to their pets. Pets fill a conversational and emotional void for these individuals.

Animals and Autistic Children

Autistic children have displayed communication and response to animals when they are unable to do so to humans as reported in a study by Redefer (1986) where the behavior of autistic children with a therapist was coded. The second part of the study included coding of the behavior with an animal present. Results indicated more social and less autistic behaviors when the animal was present. In a book written by the mother of an autistic child with a companion animal, she indicated that “the animal contributed greatly to Danny’s solid social skills and sky high level of confidence” (Gross, 2006, p. 4).

Animals in Educational Programming

The use of therapy animals has been extended to animal-assisted reading mentor programs to improve literacy skills and reading enjoyment (Bueche, 2003; Briggs, 2003; PAWS for a Story, n.d.). Research indicates children with low self-esteem are more willing to read to therapy animals than people (Briggs, 2003).

Children who participated in a therapeutic animal-assisted reading program in a North Carolina elementary school improved reading skills by at least two grade levels over the course of a year (Briggs, 2003). The handler and companion animal facilitated reading by serving as reading mentors to children who otherwise are intimidated to read aloud or do not enjoy reading. Animals will not make fun of a child who mispronounces a word or stutters while reading. The animal just listens and waits patiently for attention.

The READ program in Salt Lake City, Utah utilized trained therapy dogs to provide undivided attention and support to children trying to improve their reading skills (Bueche, 2003; Intermountain Therapy Animals, n.d.). Children who were poor readers or who refused to read aloud in class due to low self-esteem were chosen by teachers and

reading specialists to work with pet partners. The dogs served as catalysts in helping children forget about their limitations and relax. Some even used the therapy dog's paw to keep their place in the book.

Companion animals reduce stress by moderating stress responses when children read aloud (Jalongo, Astorino, & Bomboy, 2004). The presence of an animal in the classroom can encourage the child to read. The Reading Education Assistance Dogs program uses dogs as companions for elementary readers (Intermountain Therapy Animals, n.d.). As indicated by Hart (2006), the calming effect of animals may also help create a better learning and teaching environment for school children, specifically those with attention or behavior problems.

Jalongo, Astorino, and Bomboy (2004) noted three characteristics typical of companion animal integration in educational settings:

1. Companion animals are specifically selected, trained and evaluated;
2. Educational goals include companion animal intervention; and
3. Institutions and organizations collaborate to provide animal-assisted therapy.

Animals in Psychiatry

A study conducted by Barker and Dawson (1998) examined anxiety levels of 230 psychiatric patients referred for therapeutic recreation. The first group participated in an animal-assisted therapy group session and the second in therapeutic recreation. Reduced states of anxiety were reported by hospitalized patients with various psychiatric diagnoses (psychotic disorders, mood disorders, and other disorders) who participated in an animal-assisted therapy session. Patients with mood disorders who participated in therapeutic recreation experienced reduced anxiety levels.

Bardill and Hutchinson (1997) conducted a study introducing a therapy dog into an adolescent psychiatric unit. Participants in the study included 30 adolescents with acute or chronic mental problems requiring hospitalization. Data were collected from participants through daily journal entries, interviews, and observations. Findings of the study revealed the dog as beneficial in making the facility seem more: (a) real, (b) homelike, (c), safe and protective, and (d) calm. The dog also provided: (a) friendship, (b) listening, (c) unconditional acceptance, (d) comfort, (e) education, (f) distraction from personal problems, and (g) innate sensitivity. In summary, the hospitalized adolescents responded positively to the presence of a dog.

Animals and Unconditional Acceptance

Children can learn to communicate with other human beings through learning to converse with animals (Beck & Katcher, 1996). Myers (2007) notes the typical demands of humans using proper language and language structure are not placed on humans by animals. Since animals do not use words, they are more approachable by those individuals who previously have been hurt with words (Beck & Katcher, 1996). An animal is not able to tell personal things an individual has shared with him. Animals desire to be loved, and they will love in return regardless of the color of skin, physical appearance, social skills, or popularity of the giver of attention. Children desire to be accepted regardless of who or what they are (Beck & Katcher, 1996). Animals provide unconditional love and acceptance (Cusack, 1988). An animal's relationship with a child could metaphorically be described as Carl Rogers in the form of fur. Rogers, the founder of person-centered therapy, emphasized the importance of unconditional

positive regard for a client (Rogers, 1992). The unconditional love an animal displays for its handler is similar.

Animals as Attentionis Egens

Odendaal (2000) explained the need for social interaction and attention using the term *attentionis egens*. These human needs for attention and social interaction are sometimes not fulfilled. As a result, individuals either withdraw from social contact or seek excessive attention. Seeking excessive, negative, attention-seeking behavior is not beneficial for any party; therefore, social interactions are not positive and attentionis egens are not fulfilled. Children with emotional and behavior disorders typically react in this manner. Human attentionis egens are typically fulfilled by other humans; however, they can be replaced successfully by human-animal interaction. Substituting an animal for social interaction with another human has the potential of fulfilling the attentionis egens needs. Odendaal (2000) believes animals can assist in therapy by providing attention in a reciprocal manner for individuals who receive insufficient attention.

Anecdotal Accounts

In a therapeutic setting, animals instill feelings of safety, love, and self-worth in people. It can potentially be beneficial to clients to converse about animals or project feelings onto animals and use metaphorical discussion of feelings of animals to assist a therapist in understanding which issues are important in the client's life (Spiegel, 1989). Crawford and Pomerinke (2003) documented progression in therapy when animals were used with clients who did not want to be in counseling or who were not making adequate progress. Personal stories have been shared of children who learned to walk with

assistance from a dog, angry adolescents being calmed when a therapy dog was introduced, depressed people who opened up after contact with a therapy animal, and individuals who told their sad story about the loss they experienced to a therapy animal.

Effects of Therapy Dogs

Davis (2002) noted therapy dogs produce positive changes in people with whom they interact. It is difficult to identify specifically how a therapy dog assists a person, but it is evident when these changes occur. Therapy dogs can potentially benefit people in the following ways (Davis, 2000; Gerhardt, 2000):

1. Cooperative therapy dogs model cooperation to others.
2. Therapy dogs can communicate to those difficult to reach.
3. The universal need for physical touch is met by therapy dogs.
4. A therapy dog can be used as an incentive or motivator.
5. Therapy dogs can provide social stimulation.
6. A focal point can be provided by a therapy dog.
7. Therapy dogs can provide emotional support.
8. Morale and depression can be improved by a therapy dog's presence.

These are just a few of the reasons animals are being used therapeutically as adjunct helpers in various settings with humans; however, practitioners and researchers have not documented the results obtained in a systematic manner. As the pattern of using therapeutic canines emerges, quality research in this area is needed to support the anecdotal accounts, observe the human-animal bond, and describe the effect on humans. The potential value of animals with humans as a source of companionship, activity, skill building, and psychological assistance deserves more careful attention than what has been

previously recorded in research literature.

Approximately half of the households in the United States (Friedmann, et al., 1980) have at least one companion animal, yet quality research describing the effects of animal companionship is limited. Studies have received criticism for having insufficient sample sizes with inconsistent results (Anderson, 2008). Research is needed to identify the underlying mechanisms which produce therapeutic change when exposed to animal contact. In addition to positive accounts of using animals in mental health, many stories exist on how animals have impacted prisons. Their impact has not been extensively documented.

Animals in Correctional Facilities

Punishment vs. Rehabilitation

“Prison is a setting of punishment, an institution of confinement and work, but for inmates, prison is also their home” (Johnson & Chernoff, 2002, p. 148). Prisons since the 1970s have traditionally been institutions of punishment, deterrence, and containment and have not focused on human needs (Cushing & Williams, 1995). The human need to love and be loved is difficult to fulfill in a prison setting. Animals can respond to inmates’ needs for love and affection. When exhibiting affection to other human beings is not accepted in prisons, the presence of an animal is welcome. Poetry written by inmates depicts the importance of animals, possibly due to the lack of connecting with others in prison (Furst, 2006; Johnson & Chernoff, 2002).

Prison Statistics

There were approximately 2.3 million prisoners in federal or state prisons, or local jails in 2007. An estimated 1.5 million were under federal or state jurisdiction, 95% of

whom will eventually be released back to their communities (Bureau of Justice Prison Statistics, n.d). Transition back to community life after prison can be difficult (Deaton, 2005). Ex-convicts face economic and social disabilities and discrimination after their release from correctional facilities (Roots, n.d.). With increased incidence of mental illness among inmates and deficit skills that further decline while incarcerated, rehabilitative interventions for inmates are needed to increase desired behaviors and provide education and training (BOP, 1991; Fournier, 2007; Marisco, 2007; Roots, n.d.). The typical “hard-nosed,” “one size fits all” approach to prisoners has not been successful (Wormith, n.d.).

Paradigm Shift

Gradually, a paradigm shift is occurring which focuses on prison rehabilitation (Deaton, 2005). Vacca (2004) indicates inmates who receive educational programs while incarcerated experience reduced recidivism rates. Appropriate educational programs aid inmates with social skill development, artistic development, and emotional coping skills. Prison programs need to emphasize academic, social, and vocational education (Vacca, 2004). Rehabilitative efforts in prisons need to focus on the whole individual with human needs (Deaton, 2005). Psychological distress and maladaptive behaviors are prevalent in prison settings (Castellano & Soderstrom, 1997). Cognitive development programs addressing problem solving, moral reasoning and social skills deficits help restructure inmate thinking patterns, promote pro-social thinking, and reduce disciplinary problems (Baro, 1999). Animal care combined with other forms of therapy are promising approaches in cognitive development intervention. (Baro, 1999; Cushing & Williams, 1995).

Working with animals in a prison setting provides inmates with an emotional outlet to address their psychological needs which would otherwise not be addressed (Clayton, 1999). Animal training programs and the use of animals in correctional facilities have the potential to provide vocational and rehabilitative education for inmates. Inmates in animal training programs display empathy for the homeless animals they train (Marisco, 2007). Both the inmates and animals have been viewed as an “unwanted population” discarded by society for their mistakes (Furst, 2007). Public opinion typically views prisons as institutions for punishment (Deaton, 2005).

Prison animal training programs are developed to help others. Behavior designed to help the underprivileged without profit or gain is altruistic activity (Toch, 2000). The psychological gains from this type of behavior can potentially be rehabilitative. Animal training programs fitting into this category are a “win-win” situation in helping inmates, while providing assistance to programs that support individuals with disabilities and special needs (Mowery-Denning, 2007). Training assistance and therapy animals requires a large commitment of time, the one characteristic that inmates possess. Therefore, correctional facilities provide an ideal environment for training purposes.

Limited Research

As a result of a new focus on rehabilitative programs for inmates, there has been an increase in the use of animals in prisons (Britton & Button, 2006; Demyan, 2007; Furst, 2006; Turner, 2007). Even though the use of animals in prisons is popular, the literature is inconsistent and limited academic research has been conducted to document the benefits these programs provide (Turner, 2007). Quantitative data is almost non-

existent due to the typically small number of inmates and animals in the programs (Strimple, 1991).

A second reason for the lack of research could be society does not support the opportunity for inmates to show affection and love to another human being or animal (Strimple, 2003). Public sentiment often views offenders as a “throw away” society who should be void of any positive components such as having animals in prison. However, the possibilities for offenders to train animals to give back to the community has the potential effect of improving community-institution relations. In addition, providing positive work to keep inmates busy in a correctional facility is attractive to prison administrators. Many times, public opinion views prisons as institutions for punishment, rather than rehabilitation.

A third reason for research deficit could be difficulty gaining approval and access to a prison population to conduct research (Glenn, 2008). Prisons are institutions of routine. When a researcher is present among the prison population, the potential effect is an upset in the daily routine. The change in routine places additional supervision burdens on correctional facility staff. Past history of medical research which exploited prisoners (The Belmont Report, 1974), along with prison security breaches led to a tightening in security and access to correctional facilities that already were understaffed and above capacity (Glenn, 2008). Research focused on providing practical information to address problems in prisons may be more positively received by prison officials.

History of Prison Animal Training Programs

Even though widely touted as true (Strimple, 2003), the fictional story of Robert

Stroud, the “Birdman of Alcatraz” written by Thomas Gladdis in 1955, was the first depiction of animal therapy in a prison. However, no pets were actually present in Alcatraz because it was a maximum security prison. The Oakwood Forensic Center, formerly the Lima State Hospital for the Criminally Insane, was the site of the first successful animal prison program in the United States (Strimple, 2003). The program was developed after observing the positive mental health effects on the patients who cared for an injured sparrow found in the prison yard.

The first prison animal training program was developed by Sister Pauline (Kathy) Quinn at the Washington Correctional Facility for Women in 1981 (Strimple, 2003). The program was the first to train unwanted animals for disabled individuals. Results of the program reported that the women experienced increased self-esteem, developed vocational skills, and earned college credits. The women inmates helped the dogs that otherwise would have been euthanized.

A study by Britton and Button (2005) was conducted at the Ellsworth Correctional Facility in Kansas. The focus of the study was to look at the inmates’ perceptions of three factors in the program: (a) motivations for involvement in the program, (b) challenges inmates encountered as a result of participation in the program, and (c) perceived benefits the inmates felt they gained from participation in the program. In-depth interviews were conducted with inmate trainers, administrators and staff members, and recipients of the dogs trained at the institution. The top two motivators reported for getting involved in the program were a love of dogs and the attraction of increased freedom of movement in the prison yard, benefits of being a trainer. The first set of challenges reported from inmate trainers was the increased surveillance they

received from correctional staff in an environment where being watched created stress. Another challenge found was failure of some inmates not involved in the program to respect the dog training. Occasionally, other inmates either gave prohibited items to or exhibited hostility toward the animals. A final challenge was the emotional turmoil inmates experienced when their dogs left the facility for adoption.

Perceived benefits of the program reported were a positive change in attitude and emotions that helped the inmates deal with anger, learn responsibility, receive unconditional love, and basically make the “time” go faster. Britton and Button (2006) indicate dog training programs have the potential to transform the lives of the inmates and the correctional facility culture.

Turner (2007) conducted a study with prisoners who participated in the Indiana Canine Assistant and Adolescent Network (ICANN) program. Service animals were trained and placed in this program. A qualitative methodology was conducted with in-depth interviews to gain insight about the program through the perspective of the inmates. Three areas were focused on in the study: (a) the experience of the offenders who participated in the program, (b) the benefits that offenders perceived by their participation, and (c) the manner in which the offenders felt the experience had affected them. Significant findings of improvements in self-esteem, self-responsibility, social skills, and sense of accomplishment occurred for the offenders. The study described the pleasure offenders felt knowing that their work was helping others. Seven themes were identified in the study:

1. Improvement in patience;
2. Increased responsibility in parenting skills;

3. Enjoyment received in helping others;
4. Improvement in self-esteem through a sense of accomplishment;
5. Better social skills;
6. Normalization of the prison setting; and
7. Positive effect on the prison environment.

A research study at the Lorton Correctional Facility of inmates in the People, Animals and Love (PAL) program was conducted from 1982 to 1984 by Strimple and Moneymaker (Moneymaker & Strimple, 1991). The variables studied to determine effect of the program on inmate behavior were: (a) inmate participation, (b) termination from the program, (c) recidivism rate, (d) drug involvement, and (e) work release. Eighty-eight cases were studied with the following results: 29.5% participated actively in the program; 12% were terminated from participation in the program; 11% returned to prison after their release; 64% never used drugs after their participation; and 95% chose to stay at the prison and work on vocational skills in the program in lieu of going out to work release. Inmates in the study made changes in several aspects of their behavior. They credited these changes to benefits they received from working with animals. Moneymaker and Strimple (1991) indicated inmates reported feeling more love and compassion.

A program at the Kit Carson Correctional Center in Burlington, Colorado, uses inmates to train canines for agencies providing animals for disabled and terminally ill patients. The program implemented in 2002, has helped individuals in need and had a positive effect on the health and morale of inmates in the correctional facility (Osborne & Bair, 2003). Anecdotal accounts of inmates with reduced blood pressure and medication

needs following involvement in the training program were reported. Trained dogs were used to alert staff to a medical emergency and intervene when inmates were on a hunger and suicide watch. Improvement in staff and inmate morale was evidenced as a result of dogs being present in the facility.

At the Joseph Harp Correctional Center in Oklahoma, a therapeutic program paired depressed inmates with dogs. Results of the program reported that both depression and aggression of inmates decreased (Haynes, 1991). Even though the use of dog training programs in prisons in the United States has increased, limited academic research has been conducted to document benefits for inmates (Turner, 2007).

Prison Animal Training Programs for Women

In an evaluation of a canine training program at a Nova Scotia women's prison, the following positive results were obtained (Richardson-Taylor & Blanchette, 2001):

(a) female inmates felt they made a contribution to society, (b) through their contact with dog recipients the inmates gained personal insight, (c) inmates developed an unconditional bond with the animals, (d) feelings of isolation and loneliness were reduced, (e) morale in the facility improved as reported by staff and inmates, and (f) the inmates learned a sense of responsibility, empathy, patience, training skills in reward techniques, and how to share with others.

Adolescent Correctional Training Programs

Fournier (2004) conducted a study of The PenPals program, a Human-Animal Interaction (HAI) program. PenPals rescued dogs from shelters and trained them for adoption in the community. Fournier (2007) hypothesized that the program would result in positive outcomes for the inmate trainers. The study was conducted at a medium

security prison in Virginia. The sample contained 48 ethnically diverse males from the prison therapeutic community with a mean age of 39. A Human-Animal Interactions Scale developed by the researcher was used to measure interactions between inmates and dogs in the study. Results indicated a positive increase in treatment level for those participating in the program which beneficially impacted the inmates' therapeutic treatment in place. Results suggested participation in the Human-Animal Interaction program was correlated with reduced criminal behavior (Fournier, 2007). Inmates' social sensitivity was also studied with indication of improved social sensitivity for participants.

Animal programs have also been implemented with adolescent offenders. Young offenders have often experienced the pain of physical and emotional abuse from caregivers (Dalton, 2001). A dog can potentially be an adjunct in the therapeutic process by helping to instill a feeling of safety and trust. Teenage offenders are paired with shelter dogs in the program Second Chance in Albuquerque, New Mexico (Harbolt & Ward, 2001). The purpose of the program was to foster qualities of (a) empathy, (b) community responsibility, (c) kindness, and (d) awareness of healthy social interactions in offenders. A study has not been completed on the program; however, anecdotal accounts describe the benefits of offenders working with the dogs. Program coordinators described offenders participating in the program exhibited a more loving and caring demeanor. The program coordinators witnessed acts of love, caring, and compassion from challenging kids working with challenging dogs. A positive reinforcement training method was taught to the offenders. This method helped instill empathy and kindness in the young offenders participating in the program.

Project POOCH was one of the first programs to study the effects dogs had on incarcerated youth (Merriam-Arduini, 2000). Results of the study indicated a zero recidivism rate among participants. Behavior improvement in relation to authority, social interaction, and leadership was reported. Participants described growth in the areas of honesty, empathy, nurturing, social growth, understanding, confidence level, and self-pride.

Equine Prison Training Programs

Although most animal prison programs use dogs, there have been some successful programs that used inmates to tame wild mustangs for public sale, or rehabilitate retired racehorses (Deaton, 2005). The Wild Mustang Program at a correctional facility in New Mexico entered into an agreement with the Bureau of Land Management in 1988 to rescue an overpopulation of wild mustang horses. The inmates in the program were employed to break and train the horses, gain new skills, and make a profit for the institution. A study of the program completed in 1992, reported that participants in the study exhibited a nurturing role, developed a sense of autonomy and pride in their accomplishments, gained a sense of responsibility, reduced personal fears by reducing fear in the mustangs, and developed a positive relationship with a living creature (Cushing & Williams, 1995; Furst, 2006). Initial data showed that recidivism rates were lower than the average for New Mexico correctional facilities. Major disciplinary reports among violent offenders decreased considerably. Staff reported the program improved self-esteem, self-confidence, stress management skills, and reduced both violent and disruptive behavior (Cushing & Williams, 1995).

Two prison animal programs paired retired race horses with incarcerated males:

the Walkill Correctional Facility in New York and the Charles Hickey School in Baltimore (Deaton, 2005). Anecdotally, both programs produced encouraging results which described positive changes in offenders who received unconditional love from the animals, learned to communicate, and learned to cope with their loss of freedom for the first time.

Benefits of Animal Training Programs in Prisons

Inmates of all ages can learn vocational skills and improve psychological rehabilitation by working with the animals in prison training programs (Strimple, 2003). Animals have the ability to change the atmosphere of the prison while providing meaningful work for the inmates at the same time. “Prison is a metaphor for isolation and loneliness” (Beck & Katcher, 1996, p. 152). Reduction of feelings of isolation and frustration have been reported when animals were incorporated into correctional facilities (Moneymaker & Strimple, 1991). The use of animals potentially helps reduce recidivism rates (Cushing & Williams; Moneymaker & Strimple, 1991).

Anecdotal results indicate the use of dogs with incarcerated individuals has promising effects. During group therapy, the presence of an animal can help provide a comfortable environment for disclosure (Winslow, 2008). Prison animal programs can provide a vehicle for offenders to give back to the community as a feeling of restitution for their crimes. This benefits both populations by improving public relations with the community (Harkrader et al., 2004).

Prison animal programs can provide employment for inmates. Inmates learn and teach basic dog training skills which can be used for employment once an inmate is released from prison (Harkrader et al., 2004). Toch (2000) noted prisons are rehabilitative

in two venues: employment in prison is similar to employment outside of prison and marketable skills are gained through working with animals. Programs enrich both the helper and those being helped.

Canines provide a very important link between the prison and life on the outside. They provide comfort and affection to inmates typically not present inside the walls of a prison (Britton & Button, 2005). For male inmates in particular, the canines in the training programs provide a socially acceptable outlet to touch and caress. Animals display unconditional positive regard for the inmates with no interest in their past mistakes (Furst, 2006). A dog training program in a prison can potentially be viewed by the community as positive work for inmates, economic benefit for the facility and community, and rehabilitation through training assistance animals (Britton & Button, 2005; Furst, 2006; Harkrader et al., 2004). As a result of participation in the training programs, inmates also reported improvement in self-esteem, pride in personal accomplishments, and development of purpose (Clayton, 1998, 1999). Inmates in prison counseling programs that used animals as an adjunct in the treatment reported animals allowed them be more open to therapy (Winslow, 2008). In a survey of state department of corrections administrators, the most cited benefit of prison animal training programs was the sense of responsibility inmates gained from caring for a dependent animal (Furst, 2006).

Summary

Like many other types of pet-facilitated therapy, an abundance of anecdotal accounts from staff and inmates exists. Well documented research does not. Turner (2007) contends that a qualitative methodology with in-depth interviews is the most

appropriate tradition for a study of this type. It allows the researcher to gain insight into the inmates' experiences and reality. There is still a need for both qualitative and quantitative research as well as follow-up studies of inmates to determine the long-term effects of pet-facilitated therapy in prisons and resolve some of the inconsistencies in the literature.

Chapter 3 - Methodology

Purpose and Overview

The purpose of this single, within-site case study was to explore perceived outcomes of inmates working with canines in a training program and how the program fits into the overall correctional environment from five participant perspectives: current inmate trainers, former inmate trainers, inmate non-trainers with no involvement in the training program, correctional staff, and the researcher. The researcher believed a better understanding of the perceived outcomes would allow prison officials and department of corrections administrators to develop a more informed perspective in the design, implementation, and evaluation of rehabilitative prison work and programs. The results of this study can potentially be used to critically study and evaluate current prison dog training programs in this and other facilities.

To gain an understanding of the canine training program in a high medium correctional facility and inmates', staff, and researcher perceptions, the study addressed the following major research question:

What are the perceived outcomes of incarcerated males participating in a canine training program?

The study addressed five research sub questions:

How do the inmates describe their experiences with the canines?

In what ways do the inmates behave or interact with the canines?

What are the perceived outcomes for inmates working with the canines in the training program?

What are the staff perceptions of the canine training program outcomes?

What observations does the researcher have concerning the canine training program and perceived outcomes for inmate trainers working with the canines?

Included in this chapter on methodology are discussions in the following areas:

(a) rationale for using a qualitative approach, (b) rationale for using a case study tradition of inquiry, (c) description of the research sample, institution, population and sampling strategy (d) role of the researcher, (e) overview of the research design and steps used to carry out the research, (f) data collection methods, (g) ethical considerations, and (h) trustworthiness issues. Limitations of this study are discussed in chapter 1 and chapter 5 of this dissertation. This chapter concludes with a concise summary which highlights critical information, integrates all components, and transitions into the chapter on data analysis and synthesis.

Rationale for Qualitative Research Design

Individuals derive meaning from human social interaction conducted in a natural setting. Interpretation of the meaning is critical in helping social scientists understand behavior (Bogdan & Biklen, 2007). Qualitative researchers use techniques to examine the perceptions of others and how meaning is derived from experiences. In qualitative research, a complex, holistic picture of the man, social problem, or phenomenon is developed, with the researcher as an instrument of data collection (Creswell, 1995). The purpose of qualitative research is to allow the researcher to enter the subjective world of the participants in the study and gather in-depth words or pictures from the participants' perspectives (Auerbach, & Silverstein, 2003; Berg, 1998; Bloomberg & Volpe, 2008; Creswell, 1998; Hancock & Algozzine, 2006). These words or pictures are studied, analyzed, and described expressively and meaningfully (Berg, 1998; Bloomberg &

Volpe, 2008; Creswell, 1998; Wolcott, 1998). Qualitative inquiry emphasizes description and discovery in order to interpret the meaning of an experience (Berg, 1998; Bloomberg & Volpe, 2008; Creswell, 1998; Wolcott, 1998). Bogdan and Biklen (2007) further describe qualitative research as having five characteristics:

1. Naturalistic. A qualitative researcher focuses on context or setting as a source of data collection.
2. Descriptive Data. Collected data is described in words or pictures, not numbers.
3. Concern with Process. Emphasis in qualitative research is on process and outcomes.
- 4 Inductive. Data are analyzed to determine the important questions that underlie a study not prove or disprove information.
5. Meaning. Qualitative researchers search for meaning derived from perspectives of study participants.

Quantitative research differs from qualitative research regarding focus. Many cases using few variables test hypotheses and establish facts through the use of experiments or statistics (Bloomberg & Volpe, 2008; Bodgen & Biklen, 2007; Creswell, 1998). Simply stated, quantitative research quantifies and searches for causes whereas qualitative research describes and searches for experiences and perceptions (Stake, 1995). In this research study, a qualitative method was used to gain an understanding of perceptions and experiences, not to gather facts.

The researcher maintained the principles and characteristics of a qualitative method of inquiry previously were appropriate for this study. In order to answer the

research questions, it was necessary to describe and understand the perceptions and experiences of the participants rather than quantify them. This helped the researcher gain a deep understanding of inmates' experiences. The researcher was required to conduct the study in the natural environment of the participants which is characteristic of qualitative research. The inmates were not allowed to leave the correctional facility individually or as a group. The inmate trainers worked in the prison yard daily with the dogs. Observations of the interaction of inmate trainers with the dogs and staff, and interactions with other inmates in the prison yard were important in answering the research questions. The researcher contends accurate results could not be attained if the study was conducted in an artificial or unfamiliar environment. The use of qualitative methods was needed in order to extract the perceptions of the participants and meaning they attached to their relationship with the dogs. Quantitative methods would not produce the rich descriptive data necessary to address the research questions and gain an understanding of perceptions and experiences of the inmate trainers.

Five traditions of study constitute qualitative research: biographical life history, phenomenology, grounded theory, ethnography, and case study (Creswell, 1998). The tradition of inquiry most appropriate for this study was a case study. A case study is rich in detail, description, and the analysis of a case that is bound by time and place (Berg, 1995; Bloomberg & Volpe, 2008; Bogdan & Biklen, 2007; Creswell, 1998; Hancock & Algozzine, 2001). The use of a within-site, single case study was critical for this research because the participants constituted a single group of individuals incarcerated in a facility that trained dogs in the prison environment amongst other inmates and correctional staff. Bogdan and Biklen (2007) describe an *observational case*

study as participant observation, embellished by formal and informal interviews and document review which was characteristic of this study. The focus of the research was to study this individual, unique case through researcher observations, interviews, and review of documents. Stake (1995) contends the emphasis of a case study should initially be on understanding the case. Case study research is rich in detail and description (Creswell, 1998; Hancock & Algozzine, 2001; Stake, 1995).

Brief Overview of the Study

This research study was designed to provide an in-depth description and understanding of the experiences and perceived outcomes of a canine training program in a correctional facility from five participant perspectives:

1. Current inmate trainers
2. Former inmate trainers
3. Inmate Non-trainers
4. Correctional staff
5. The researcher

Inmate trainers in the canine training program trained dogs for use as assistance, medical alert, or therapy dogs. The ultimate goal for each dog was graduation and adoption. Inmate trainers worked on goals for their canines, personal goals, personal coping skills, and personal vocational skills. Data collection methods included tape-recorded individual interviews, video recordings of training sessions, researcher observations, and administration of a researcher-developed scale. The training program potentially benefits several populations: inmate trainers, dogs in the program, correctional staff, other inmates, the facility, dog recipients, and the greater community. Chapters four

and five include an in-depth discussion of these benefits. A comprehensive review of the literature examined the potential outcomes of animal training programs in prisons.

Literature Review

As Ridley (2008) indicates, a critical review of literature is ongoing throughout a research study. The review of this literature occurred from the selection of the initial research topic to the final summary of the study. The literature review was revisited in the summary and discussion section of Chapter 5 to frame the research within the larger field of study. The focus of the literature review was to gain an understanding of the importance of the human-animal bond and how animals benefit humans. The researcher utilized the review in the following manner: to provide a historical background regarding animals, their domestication, use and benefits, to discuss relevant theories of human-animal interactions, to define terminology relevant to the topic and research study, to describe research studies in the field of the human-animal bond and interactions, and to provide support for researching the topic.

Overview of the Research Design

Steps taken to conduct this research study are outlined on the following page and in the flowchart in Appendix A. The research study schedule outlining dates and times of contact with the correctional facility is included in Appendix B. A comprehensive discussion of steps one through sixteen are included after the list. Steps 17 through 26 are discussed in narrative form in Chapter 4. Steps to conduct this research include:

1. The researcher contacted the correctional facility administrator and scheduled a meeting. At the meeting, the researcher determined a study could be conducted at the facility with proper security clearance and approval. The researcher met with the program

director and inmates involved in the dog training program to determine if there was interest in participating in the study. A second meeting was held with correctional facility administration to determine the requirements necessary to conduct a research study in a prison setting.

2. The researcher completed the required security training at the prison.

3. Prior to the collection of data, a selected review of literature was conducted to study current literature and contributions of other researchers in the broad areas of the human-animal bond and animal-assisted therapy in specialized settings.

4. To provide additional documents for review, the researcher drafted a letter to 20 animal organizations, correctional facilities, and individuals in the United States requesting information on therapeutic animal programs (see example in Appendix C). The researcher received three responses from animal organizations and none from correctional facilities.

5. After the proposal was completed and approved by the program committee, the researcher attained approval from the KSU Internal Review Board (IRB) to proceed with the research study.

6. The researcher gained approval from the Ellsworth Correctional Facility and the Kansas Department of Corrections to conduct the research study.

7. The researcher explained and administered informed consent and the Kansas Department of Corrections access release form with inmates prior to collecting any data. The researcher conducted audio-taped, semi-structured, in-depth initial interviews with six current inmate trainers in the correctional facility dog training program.

Interviews were conducted throughout the study with inmates added to the program. The researcher took field notes on interview content and observations during each interview.

8. The researcher administered informed consent and the Kansas Department of Corrections media access release the same with the inmate non-trainers. The researcher conducted audio-taped, semi-structured, in-depth interviews with three former inmate trainers, three correctional staff members, and three inmate non-trainers who had never participated in the program. The researcher took field notes on interview content and observations during each interview.

9. Video-taped recordings and observations of current inmate trainers with their dogs in the dog yard and during training sessions were conducted by the researcher.

10. One presentation by two current inmate trainers for a new inmate orientation was video-taped by the researcher.

11. The researcher conducted audio-taped, semi-structured, phone interviews with the present director of the training program, and the director of C.A.R.E.S., Inc. who provides the dogs, facilitates advanced training, and arranges adoption of the dogs. The former director did not respond to a request for an interview. The researcher took field notes on interview content and observations during each interview.

12. Two dog graduations were video-taped by the researcher. The researcher took field notes regarding observations during the graduations.

13. The researcher conducted audio-taped, semi-structured, in-depth closing interviews with 16 current inmate trainers: 11 current inmate trainers in the research study, and five inmate trainers who dropped out of the training program during the

research study. The researcher took field notes on interview content and observations during each interview.

14. A dog relationship scale was administered by the researcher to the 11 current inmate trainers during the closing interview.

15. The researcher conducted individual meetings with current inmate trainers to verify accuracy of information collected through interviews, observations, and recordings.

16. The researcher completed a general review of all notes.

17. The researcher read and reviewed all collected data from the study to gain a sense of the overall case.

18. Files for all data were created and organized by the researcher.

19. The researcher identified the main ideas of the study.

20. Findings were recorded by the researcher in the form of reflecting notes, specific quotes, field notes, and observation summaries.

21. The researcher reduced data and placed data, text, and visual image materials into themes with color-coded findings under each theme.

22. The researcher used the themes and coded findings within each theme to write the end narrative.

23. The researcher analyzed, interpreted, and synthesized the findings aligned with each of this study's research questions.

24. The researcher revisited and addressed limitations of the study.

25. The researcher presented conclusions, recommendations, research recommendations, and final reflections.

Approval for Research Project

Phase I: Research Study Approval

Initial Meetings at the Prison

The researcher contacted the prison dog training program director by telephone on April 1, 2008, to discuss the potential research study. The director recommended the researcher meet with the compliance officer at the correctional facility to determine the guidelines for a research study. The researcher contacted the compliance officer by telephone and scheduled a meeting for April 8, 2008.

Upon arriving at the correctional facility, the researcher parked in the facility parking lot. The prison was a large, red brick complex, surrounded by a barb wire topped chain fence. The prison grounds were nicely landscaped, the buildings clean and tidy, and the grass lush and groomed. The researcher encountered a correctional officer upon entering and asked for directions to the administrative building. The receptionist in the administrative building introduced the researcher to the compliance officer prior to entering his office. The compliance officer and the researcher discussed the specific guidelines under which research is allowed in the facility. The researcher contacted the compliance officer by e-mail to schedule a second meeting. The researcher met with the compliance officer at the correctional facility on April 18, 2008, and received the required paperwork and guidelines by the Kansas Department of Corrections for research in correctional facilities. The researcher enrolled in the mandatory four hour security and volunteer training on April 26, 2008. Both meetings occurred in the office of the compliance officer. His office was situated in the main administrative building, outside the security station and fence. Introductions were conducted and notes regarding

requirements were taken by the researcher. The office was a small, comfortable space, with a desk, office equipment, and three chairs. The researcher sat in one chair across the desk from the compliance officer. Business cards were exchanged at the meeting to provide contact information. After the meeting, the researcher downloaded the Kansas Department of Corrections Forms IMPP 06-101 Attachment A (Appendix D) and Attachment B (Appendix E), the research proposal and access request from the Website <http://www.kdoc.ks.gov>. The researcher completed the required IMP 06-101 A and B, the research proposal and access form, for the Kansas Department of Corrections. At the suggestion of the compliance officer, the researcher drafted a letter on April 22, 2008 to the warden requesting his approval of the research project (Appendix F).

Meeting with Inmate Trainers and Program Director

Following the initial meeting with the compliance officer, the researcher contacted the director of the dog training program at the prison by e-mail. The director expressed interest in the research study and scheduled a meeting for April 18, 2008. The program director instructed the researcher to bring a driver's license, car keys, paper and pencil to the meeting. The meeting was held following the second meeting with the compliance officer. The researcher noted several observations regarding the facility, the day of the meeting. The researcher parked the car and entered a first set of doors, walked down a sidewalk, and through a set of doors into the security station where an officer contacted the dog training director. Two inmates in white jumpsuits greeted the researcher with a smile and "hello" as they cleaned the restroom and floors. The researcher waited a few minutes in the lobby; then the director of the program appeared outside the metal security doors at the security station. A temporary access pass was

given to the researcher for visitation in the prison. The researcher removed all metal items and personal belongings and proceeded through a metal detector. Next, a sliding locked metal door was opened by the security station officer and the program director motioned for the researcher to walk through. The door closed behind them, the director scanned his security pass through a machine, the second set of sliding metal security doors opened, and then closed after the director and researcher walked through. The two walked into the prison yard through a tall, open, barbed-wire topped security fence to the Spiritual Life Center where the meeting was held. A correctional officer on bicycle passed as the two walked to the center. On the way an inmate greeted them, again with a smile and “hello”.

The Spiritual Life Center was an octagonal, red brick building with a pointed steeple on the roof. The grounds around the center contained a water garden and blooming plants. Upon entering the Spiritual Life Center, the program director led the researcher through two locked doors to a room approximately 10 by 12 feet where chairs were set up. Ten men dressed in denim jeans and denim shirts, some wearing red hats, entered the room leading dogs of various breeds, colors, and sizes. These 10 current inmate trainers and their dogs met with the researcher. After being introduced to the current inmate trainers by the program director, the researcher described the proposed research study to the current inmate trainers and director and asked if there were questions or comments. The researcher stated that reasons for incarceration would not be discussed; however, self perceptions of experiences in the dog training program and perceived benefits would. One current inmate trainer described the program schedule to the researcher. The current inmate trainers and dogs work as a group from 7:30 – 9:00

a.m. daily, followed by a training class for new inmate trainers and their dogs. Typically the training occurs nine months in the prison yard and three inside a building during inclement weather. Every Friday, a new group of inmates arrive at the prison. Two of the more experienced current inmate trainers attend new inmate orientation and conduct a Powerpoint presentation describing the dog program. When the researcher asked for suggestions on gathering data, three current inmate trainers suggested observing a new inmate orientation presentation, observing a graduation, observing a training class, interviewing the current inmate trainers, interviewing inmate trainers who were removed from the program, interviewing inmate non-trainers who chose to never enroll in the program, and interviewing staff. Two current inmate trainers asked the researcher to write an article for the newspaper and newsletter highlighting the program. The researcher asked the current inmate trainers if there was an interest in participating in the program. All present expressed interest in participating in the research study.

The director stated that he wanted the researcher to talk to two current inmate trainers individually to gain a better sense of the program. All of the current inmate trainers thanked the researcher for coming and left the room except for one current inmate trainer and his golden retriever. Several times during the conversation, the current inmate trainer petted and touched his dog. This individual had participated in the program for two years and discussed why he wanted to be involved. He used good eye contact, seemed relaxed, and talked openly with the researcher. He stated that it would be helpful to know why some inmates failed, did not sign up, or dropped out of the program. He stated he had learned responsibility, patience, teamwork, goal-setting, and time management by working in the program. Most of all, he was felt he was giving back to

others to help make up for his mistakes. He thanked the researcher for wanting to conduct the project in a prison, and left the room.

A second current inmate trainer entered with his black Labrador Retriever. This individual had participated in the program for three weeks. He talked very briefly about his job and the benefits. He seemed anxious but smiled when he looked up. He gently corrected his dog during the conversation. His voice was quiet and shaky at times, and eye contact was intermittent. He stated he had always been an animal lover and had dogs on the “outside.” He participated in the program to help learn responsibility, help disabled people, and give back to the community. Prior to leaving the room, he stated that being a dog trainer was a hard job. He thanked the researcher and left the room.

Next, the director entered the room and talked to the researcher briefly about the project. Both agreed it would be a worthwhile study and the current inmate trainers were positive about participating. Finally, the director took the researcher on a tour of the correctional facility. The two walked down a long sidewalk to a large, brick dormitory-like building. Upon entering the building, a correctional guard sat at a station, while a large number of inmates walked past to go to lunch. Several greeted the two while others walked past or stared briefly. Then the security guard in a locked station that overlooked three large rooms opened the locked, sliding, security door. The door opened and the director and researcher walked into an open, empty hall surrounded by small living cells with metal bars. The director showed the inside of one small cell to the researcher and stated there is no air conditioning in the facilities. The director and researcher went out through the security gate, down a long corridor, and past two rooms on either side filled with inmate onlookers. Due to time constraints, the program director pointed out but did

not tour the dog yard and several other buildings in the prison yard. The director escorted the researcher through the prison yard and security gates.

On the way back to the security station, the researcher stated the proposal would need to be approved by the Internal Review Board and the Department of Corrections. Once paperwork was completed and approved, the researcher would begin collecting data. The program director stated that he was retiring in June and hopefully the project would be completed prior to his leaving the facility so that he could participate in the study. He was very positive about having the research study conducted at the prison.

Proposal Approval

The researcher sent the proposal to the dissertation committee for review and scheduled a meeting on April 23, 2008. The researcher met with the dissertation committee and presented and approved the proposal for the study. The committee chair, three members of the committee, and researcher were present at the meeting. The proposal included a brief review of literature, problem statement, purpose statement, research questions, and methodological approaches outlined by the researcher. The committee posed questions to the researcher, gave suggestions for revisions, and approved the proposal for the researcher to proceed with the study and Internal Review Board approval.

Phase II: Security Training

Security and volunteer training is mandatory for any individual or group conducting research, volunteering, or completing an internship in a correctional facility. The researcher enrolled in the training on April 26, 2008. Upon arriving at the facility, the researcher entered with keys, driver's license, paper, and pen. After walking through

the metal detector and two sliding, metal security gates, the researcher walked with four other attendees and the chaplain to the Spiritual Life Center for the training. The training was held in a large conference room with windows along one wall and tables and chairs arranged in a rectangle. Coffee and donuts were served and introductions given. The four other attendees were receiving voluntary training to provide a Bible study at the prison. The training was facilitated by the Ellsworth Correctional Facility chaplain and consisted of reviewing rules and guidelines in the prison, security and safety issues, appropriate behavior and dress inside the prison, and a background paperwork check. Upon completion of the training, the four walked to another building where the attendees sat in a room and waited for their turn to have a full set of fingerprints taken, and a picture security badge made. After completion of the training at the facility, the researcher received a security badge and lanyard. The attendees were escorted by the chaplain through the security gate and badges were left at the security station. The next step was to gain approval from the Internal Review Board, the governing board overseeing research with human subjects.

Phase III: Approval from Internal Review Board

IRB Meeting

The researcher met with the chair and co-chair of the Internal Review Board which governs research using human subjects and the dissertation advisor. The researcher presented the required Internal Review Board paperwork outlining the research study. It was determined that a meeting to review and approve the study would be arranged at the research site with the compliance officer, Internal Review Board chairs, dissertation advisor, and the researcher. A meeting was scheduled by Internal

Review Board staff who contacted the researcher to verify the date and time of the meeting. The meeting was held on May 13, 2008 at 10:30 a.m. in the administrative conference room at the Ellsworth Correctional Facility. The conference room was large with a long table in the middle surrounded by chairs. The committee was introduced to the prison warden prior to the meeting. A review of the project application (Appendix G) was presented by the researcher and approval was given by the Internal Review Board for the researcher to proceed with the study (Appendix H) with six revisions: a debriefing process was added to the study which included a meeting between the researcher and participants in the study to verify data collected and discuss the results of the study; a researcher-developed brochure to present to the inmate trainers highlighting the dog training program and results of the study; the researcher will ask prison officials for permission to write an article about the research study for the prison journal or newsletter; the researcher will ask prison officials for permission to write an article for another publication; inmate trainers who participated in the research study will receive copies of the previous articles; the researcher will submit the study for journal publication if permission from prison officials is granted; and the researcher was instructed to remove contact information from the informed consent document.

Warden Approval

The final step in gaining approval for the research study was submission of all required, signed paperwork to the Kansas Department of Corrections. Paperwork included the signed Internal Review Board approval form, a copy of Form IMP 06-101 Attachment A and B, research proposal and access form, the warden's letter of approval, and the compliance officer's cover sheet. The warden and compliance officer granted

initial approval for the research study to be conducted at the facility. Following the meeting, a facility tour was given by the compliance officer to the committee. The committee entered through the security gates to one of the buildings that housed inmates. A tour of an inmate's cell was given, along with a tour of the Spiritual Life Center. Prison programs and other facilities in the prison yard were highlighted throughout the tour. The committee thanked the compliance officer for a productive meeting and left the facility. The compliance officer stated that he would contact the researcher when approval from the Kansas Department of Corrections was granted.

Phase IV: Kansas Department of Corrections Approval

Required paperwork was sent to the Kansas Department of Corrections from the compliance officer for review and approval. The researcher received a phone call from an administrator at the Kansas Department of Corrections indicating the paperwork had been received. He discussed the informed consent document and verified all necessary paperwork was included and completed. According to procedure, the proposal was sent to professionals in the field for review over a two-week time period. The researcher corresponded with the Secretary of Corrections office by telephone twice regarding the research proposal to check on progress of the approval. The researcher received notification from the Secretary of Corrections by e-mail on June 9, 2008 approval was granted (Appendix I) and the researcher could proceed with the study as outlined in the research proposal. The warden was notified from the Kansas Department of Corrections the researcher received approval to begin the research as outlined in the proposal. During prior meetings at the correctional facility, the researcher was told that the process would take between one and two weeks for approval to be granted; however, the four week

process delayed the start of the study. By the time the researcher started to collect data, the program director had already retired.

Phase V: Informed Consent

Prior to the collection of any data through interviews, observations, or audio and video recordings, the researcher administered informed consent to each participant in the study. A copy of the Internal Review Board consent form was read to and explained in depth to each potential participant in the study (Appendix J). The consent form contained the following information: contact information, purpose of the research, procedures or methods to be used, length of study, anticipated risks and benefits for participation, confidentiality, compensation or medical treatment, terms of participation, and signatures and dates. The consent form was signed and dated by each inmate, the researcher, and a correctional administrator. The researcher emphasized the sections regarding voluntary participation without coercion, threat, or penalty. Inmates were informed of procedures to follow if they had concerns about the researcher and the study. The Kansas Department of Corrections form for permission to be audio and video-taped (Appendix K) was read and clarified to each participant. Each inmate, the researcher, and a correctional administrator signed the form. One hundred percent of the inmate trainers contacted agreed to participate in the study.

The Research Sample

The primary research sample was a group of inmate trainers in the prison dog training program who gave consent to participate in the study. This subgroup of inmates resides in the prison population of approximately 852 inmates. The inmates in the facility are incarcerated for a wide variety of crimes and duration. Due to the Kansas Department

of Corrections security and confidentiality guidelines, the nature of their crimes was not explored or included in this research study. A purposive sampling strategy was used for two reasons. First, the focus of the study was the inmate dog trainers and their perceptions of the outcomes of the program; therefore, the training group had to be the main sample in the study. The researcher met with the current inmate trainers and presented a detailed description of the research study. These inmates were given time during the approval process to decide whether or not to participate. All current inmate trainers were voluntary participants who indicated they were not coerced or required to participate by correctional staff, parole boards, or any other individuals. Second, purposive sampling is used when random sampling would not yield sufficient results due to small subject numbers (Creswell, 1998). The canine training program is a relatively small program within the larger prison population. Reducing the sample through random sampling would not result in adequate data.

Current Inmate Trainer Participants

One hundred percent of the inmates in the training program agreed to participate in the research study. Table 1.1 describes the current inmate trainers and inmate trainers added during the study. To assist the reader in understanding the research sample, the Table 1.1 lists the inmate number, age, ethnicity, whether the inmate is a current inmate trainer, former inmate trainer, or inmate non-trainer, research study entry date, and research study exit date. Identifying information has been removed for security reasons. At the beginning of the research, six male inmate trainers participated in the study. Participants ranged in age from 22 to 55, with a mean age of 36.3 years. The sample contained the following ethnic diversity: two Caucasian males; one Hispanic male;

one African American male; one half American Indian half African American male; and one American Indian male. Individuals who requested to participate in the training program were required to complete an Ellsworth Correctional Facility Form 9, complete an interview with the acting program director, and have minimal disciplinary reports prior to acceptance into the program.

Ten inmate trainers were added in July to the program during the research collection of data because the new director decided to expand the program to help more inmates and accommodate the additional dogs coming to the facility. The 10 additional inmate trainers agreed voluntarily to participate in the research study. These ten inmates ranged in age from 18 to 47 years of age with a mean age of 31.9 years and represented the following ethnic diversity: five Caucasian males; two Hispanic males; one half Caucasian male; one half American Indian male; one Filipino male; and one half Cuban, one-fourth Cherokee Indian, one-fourth African American male. The total sample of the original six inmate trainers plus the additional 10 inmate trainers ranged in age from 18 to 55 with a mean age of 33.6 years. The sample was very diverse in both age and ethnicity.

Table 1.1: Inmate Participant Information

Inmate No.	Age	Ethnicity*	Inmate Participant Type (Current Trainer, Former Trainer, Non- trainer)	Research Study Enter Date	Research Study Exit Date
1	33	W	Current Trainer	06-16-08	Completion of study
2	44	H	Current Trainer	06-16-08	Completion of study
3	22	B/I	Current Trainer	06-16-08	Completion of study
4	24	W	Current Trainer	06-16-08	Completion of study
5	55	B	Current Trainer	06-17-08	Completion of study
6	40	I	Current Trainer	06-17-08	Completion of study
7	27	W/I	Former Trainer	06-19-08	06-19-08
8	32	W	Former Trainer	06-19-08	06-19-08
9	33	W	Former Trainer	06-19-08	06-19-08
10	29	H	Non-trainer	06-23-08	06-23-08
11	49	B	Non-trainer	06-23-08	06-23-08
12	25	W	Non-trainer	06-23-08	06-23-08
13	26	W	Trainer who dropped out of program/study	07-10-08	07-23-08
14	26	W	Trainer who dropped out of program/study	07-10-08	Transferred from facility
15	18	H	Trainer who dropped out of program/study	07-10-08	08-04-08
16	27	W	Trainer who dropped out of program/study	07-10-08	07-16-08
17	35	W	Current Trainer	07-10-08	Completion of study
18	36	W	Trainer who dropped out of program/study	07-10-08	07-23-08
19	30	W/I	Current Trainer	07-10-08	Completion of study
20	31	H	Current Trainer	07-14-08	Completion of study
21	47	C/I/B	Current Trainer	07-14-08	Completion of study
22	43	F	Current Trainer	07-25-08	Completion of study

* W – Caucasian; B – Black; I – American Indian; F – Filipino; C – Cuban; H – Hispanic.

Former Inmate Trainer Participants

Correctional staff selected a small subgroup of three inmates for the study at the request of the researcher. The second group included three former inmate trainers (see Table 1.1) who had been administratively removed from the training program. Selection of the three inmates was at the discretion of the correctional facility administration. Purposive sampling by correctional administrators was used to select the second sample. This sample was composed of three inmates, ages 27 to 33 with a mean age of 30.7. Two were Caucasian males, and one was a half white and half American Indian male. The sample was selected from each of the three living pods. The sample was selected to gain additional perspectives of the dogs and dog training program from the point of view of inmates removed from the program.

Non-trainer Inmate Participants

A third sample of participants in the study was selected at the request of the researcher by purposive sampling at the discretion of correctional administrators. Three inmates non-trainers who had no previous involvement with the training program participated voluntarily in the study (see Table 1.1). This sample was composed of three inmates ages 29 to 49 with a mean age of 34.3. Their ethnic diversity was one Hispanic male, one African American male, and one Caucasian male. The sample was selected to gain additional perspectives of the dogs and dog training program from the point of view of inmates who were non-trainers.

Staff Member Participants

Three correctional staff members, the dog training program director, and the director of the non-profit organization who provides dogs for the program participated in

the study by brief interview only. The supervisory demands of their jobs at the facility only allowed brief contact. The sample consisted of four Caucasian females and one Caucasian male. A more complete description of staff members was not included in the study because of strict security requirements. Correctional administration used purposive sampling to select the three participants who voluntarily agreed to participate in the study. The researcher included correctional staff in the study to gather the perceptions of other individuals in the prison. Finally researcher perceptions gathered through personal observations, video recordings, and interviews were included. All data were gathered at the research site with the exception of phone interviews with the Caucasian female director of C.A.R.E.S., Inc., a non-profit organization who supplies dogs and advanced training for the program.

All inmates participating in the study gave informed consent to participate and audio and video tape. Consent forms were signed by each inmate, the researcher, and a correctional administrator prior to the recording and collection of data. Staff members participating in the study were explained and given informed consent prior to the recording and collection of any data.

Research Site

Overview

This research study was conducted at the Ellsworth Correctional Facility (ECF), a high medium security prison that houses approximately 852 inmates. The facility is located on a 68.6 acre site in northwest Ellsworth, Kansas. In 1986 the Kansas Legislature approved construction of the facility designed to house 226 minimum security inmates. The 1988 Legislature approved expansion of the facility to house 584

multi-custody inmates with 48 additional beds being added to the minimum security housing unit in 1995. The Secretary of Corrections designated the facility a parole violator facility in 1995, one of four in the United States. This designation was discontinued in 1996 and the prison remains a multi-custody level facility today. The 2000 Kansas Legislature approved construction of a 100-bed maximum security unit at the facility. Yearly operating budget is approximately 10.8 million dollars with a yearly per inmate cost of \$19,780 (Kansas Department of Corrections, n.d.). The facility was accredited in 1992 by the American Correctional Association and subsequently accredited in January of 2001.

Inmate Housing

Inmates are housed in several two-story brick buildings called pods. A security guard station is located at the entrance to each building. Inside each housing unit is a large, locked security station with guards who overlook several rooms. Cameras are also located in the security station to monitor activity. Inmates live in double cells made of metal with bars on the front and sliding, locked doors. The small cells are minimally furnished with two sleeping bunk beds, a desk, toilet, and sink. Larger corner cells are usually given to dog trainers to provide extra room needed for the animals. The rows of cells open into a large gathering room filled with metal picnic-type tables with attached benches and a television. A unit team counselor is assigned to each building pod to assist inmates with vocational and short-term needs.

Purpose of the Facility

The purpose of the Ellsworth Correctional Facility is to “incarcerate multi-custody level inmates as punishment for their criminal behavior.” (Kansas Department of

Corrections, n.d.). The prison contributes to the reduction of crime and the economic cost of crime by providing programming aimed at improving the lives of the offenders. The primary goal of the facility programming is to prepare inmates for release back to their community as responsible, productive citizens.

Incentive Levels of the Incarceration System

The Offender Privileges and Incentives Level System, a level system of privileges and incentives, was implemented at the prison in 1995. The purpose of the system is to help inmates learn constructive and responsible behavior while they earn, not automatically receive, privileges. Inmates are required to participate in community service, support services, and work programs in the prison facility. The programs are designed to improve social and living skills, behavior, and work skills. The following are examples of prison programming are: bicycle repair project, wheelchair renovation project, bag recycling, books on tape, cabinetry, and Canine Assistance Rehabilitation Education and Services, Inc., (C.A.R.E.S.) the focus of this research study.

Canine Training Program

The Ellsworth Correctional Facility established a partnership with the Canine Assistance Rehabilitation Education and Services, Inc. (C.A.R.E.S) in 1999. C.A.R.E.S. is a non-profit agency that trains, certifies, and provides service, search and rescue, medical alert, and therapy dogs to agencies and individuals with special needs. Since 1999, inmates in the program at the Ellsworth Correctional Facility have trained over 450 dogs. The director of C.A.R.E.S. also provides a four-week dog training class with current and new inmate trainers.

Training Requirements

To participate in the program, inmates are required to submit a Form 9, complete a personal interview with the director of the program, maintain positive behavior, and sign a trainer agreement contract. Dismissal from the program occurs if the inmate has serious disciplinary referrals or fails to attend daily training sessions. Puppies and dogs assigned to inmate handlers for a three- to six-month period are taught basic obedience, socialization skills, and advanced skills for dogs who will be placed with severely disabled individuals. Once training is completed, the animals are returned to C.A.R.E.S. to complete specialized training.

Animals and their adoptive handlers are required to complete training in order to certify their dogs. Dog graduation occurs four times a year at the prison. During graduation, the adoptive new handlers, many who are physically or mentally handicapped children and adults, bring dogs who were previously trained by one of the correctional facilities to the prison to meet the current inmate trainers and share their feelings about receiving their dogs. During the graduation ceremony, current inmate trainers are presented certificates for the dogs present they trained. The handlers and their dogs are required to pass a public access test following the graduation. Dogs trained at the Ellsworth Correctional facility have been placed in homes, school, hospitals, orphanages, nursing homes, and other facilities in forty of the 50 U.S. states, Peru, and Puerto Rico.

The dogs live in double cells with inmate trainers and their cellmate. Current inmate trainers keep their dogs 24 hours a day, seven days a week. These trainers potentially teach the dogs 58 commands, social skills, and positive behavior. Inmate trainers work in the dog yard every morning for several hours with the animals. The dog

yard is a fenced-in area inside the prison yard that has specialized climbing equipment, metal picnic-type tables with attached benches, a water hydrant, and training equipment: light switches, doors, and a kennel. Current inmate trainers are required to clean up dog urine and feces at all times and keep their dogs under control. The dogs are tested by experienced trainers for command mastery on Friday mornings. The program has expanded since its onset to include a four week training class co-taught by experienced inmate trainers and the director of C.A.R.E.S. The class uses books, videos, and training manuals to teach dog training techniques to the inmates. Training manuals, dog food, medical supplies, collars, and leashes are provided by C.A.R.E.S. Inmate trainers supply grooming materials from their personal supplies: combs, toothbrushes, and towels. Most inmate trainers are assigned one dog to work with until the dog is adopted. Experienced inmate trainers present information about the program during new inmate orientation and public tours of the facility.

The researcher did not include detailed information about the individual dogs in the study for several reasons:

1. Dogs were brought to and removed from the facility for either adoption or additional social training in public on a regular basis.
2. Dogs were exchanged between experienced inmate trainers and new inmate trainers frequently. These experienced inmate trainers were given dogs new to the facility who had minimal training and manners. New inmate trainers were more successful working with well-trained dogs.
3. It was difficult for the researcher to monitor which dogs were assigned to specific inmate trainers due to the above listed reasons.

4. Identifying specific dogs would also identify specific inmate trainers and could potentially cause security concerns.

Role of the Researcher

The role of the researcher was to enter the institutional world of the current inmate trainers, get to know them, understand them, and sincerely gain their trust. Through the development of this trusting, cooperative relationship with these inmate trainers and correctional staff, the researcher gained credibility and acceptance into the group. Prolonged engagement in the field fostered the establishment of this positive relationship. This enabled the researcher to study the words, behaviors and emotions of the inmate trainers, former inmate trainers, inmate non-trainers, and staff, gaining an understanding of the perceived outcomes of working with the dogs in the training program.

The researcher was an experienced counselor who had worked with at-risk populations in schools, agencies, and residential settings. Previous professional experience working with incarcerated adolescents enabled the researcher to feel comfortable in a prison setting. The researcher was also experienced at interviewing techniques. The researcher owns a licensed therapy dog and has used the dog with special needs and at-risk adolescents. The therapy dog was trained in a correctional facility and adopted through C.A.R.E.S., Inc. The researcher and therapy dog completed training and passed the public access test. The researcher has informally witnessed positive outcomes of using a therapy dog with special populations. Adolescents responded to the therapy dog by improving behavior and behavior motivation where the dog was used as an incentive. The researcher observed the following anecdotal outcomes when the therapy

dog was present during counseling sessions: children and adolescents express emotions to the therapy dog; children receive unconditional acceptance and love from the therapy dog; children verbally open up with the researcher during counseling sessions when the dog was present; and children exhibit nurturing behaviors with the therapy dog.

Verification of the Research Study

Creswell (1998) states that “verification is a strength of qualitative research and should be used in place of the term validity” (p. 201). Qualitative researchers do not always view reliability of research in the same manner as quantitative researchers (Bogdan & Bilken, 2007). Quantitative reliability is whether or not researchers studying the same subjects and setting will come up with identical or similar results. Qualitative researches view reliability as consistency of recorded data and events occurring in the setting. The use of triangulation of data and rich, detailed description of observations by the researcher contributes to reliability or consistency of the research study. Creswell (1998) recommends the use of a minimum of two of the following eight verification procedures to increase strength of a research study:

1. Working for long periods in the field, building trust with study participants, and examining discrepancies of information;
2. Using triangulation of data sources and methods to provide consistent evidence of findings;
3. Providing an external check of the study process through peer review or debriefing;
4. Refining initial hypotheses and eliminating outliers and exceptions;
5. Describing biases of researcher at the onset of the study;

6. Having study participants review findings and interpretations;
7. Providing detailed, rich description; and
8. Allowing an external auditor to examine the research study process and findings to assess for accuracy.

The researcher addressed verification (*validity*) by employing five of the aforementioned procedures. The researcher spent a prolonged time in the field observing the inmates with their dogs. The six months spent in the field enabled the researcher to develop a trusting relationship with the current inmate trainers and gain acceptance into the group while examining any inconsistencies and discrepancies of data.

Triangulation was used by the researcher through the following diverse methods of data collection to achieve a better understanding of the participants' perspectives and increase the credibility of the findings: (a) audio-taped interviews with current inmate trainers, former inmate trainers, staff members, and inmate non-trainers with no previous experience in the training program; (b) field observations and video-taping of training sessions; (c) field observations and video-taping of dog graduations; (d) field observations and video taping of an orientation session; (e) field observations and video-taping of a dog training class; and (f) examination of dog training program documents. Each current inmate trainer and inmate trainer who dropped out prior to the completion of the research study was interviewed two times, observed, and audio-taped or video-taped in the following five settings: (a) the dog yard, (b) the minimum security building during a training session, (c) the Spiritual Life Center, (d) the visitation room during the two dog graduations, and (e) the counseling office. Field notes were taken by the researcher in each observational setting. Due to supervision constraints, each staff member was

interviewed one time. Dog training program documents were examined by the researcher. Documents included the program description, information from animal organizations, the Powerpoint presentation, and dog training manual.

Three additional forms of verification used by the researcher to improve the strength of the study included: (a) addressing researcher bias, (b) using participant checks, and (c) providing detailed description of the case. First, potential biases of the researcher were discussed in the limitations section of chapter one of this dissertation. The researcher referenced prior experiences and potential impact on interpretation of the study. Second, the researcher asked each study participant to examine collected data and findings, verifying accuracy of information. Shaffir, Stebbins, and Turowez (1973) contend one of the best methods of verifying a study is having participants review researcher's observations. Third, the researcher provided rich, detailed description of participants and setting. Transferability is not the intended goal of the study; however, the use of detailed description provides readers with knowledge and potential application in other contexts

Data-Collection Methods

Phase I and II: Initial Inmate Trainer and Other Inmate Interviews

The researcher was experienced and proficient in interviewing techniques and skills based on experiences as a licensed professional counselor and graduate instructor of counseling techniques. Initial current inmate trainer interviews were audio-recorded on one of two Radio Shack tape recorders, Model numbers CTR-121 and 14-1148 on C-90 and C-120 cassette tapes. The use of the second recorder was discontinued after the first set of interviews because of limited battery life. Semi-structured interviews were

conducted by the researcher with six current inmate trainers. Interviews were conducted in a counseling office in the minimum security building. Inmate trainers received a *call out* to the building and came with their dogs. A call out is a phone call from a counselor to a security officer requesting an inmate come to the building. The office was a small space with an office chair, desk, two occasional chairs, door with a glass opening, and windows on the north side. The office was empty of other materials due to the vacancy of the previous program director. The researcher sat behind the desk facing the inmate trainer who sat in one of the chairs with his dog or dogs on the floor at his side. The tape recorder was placed on the desk facing the inmate. Prior to the interview the researcher read and explained the informed consent contract and the Kansas Department of Corrections access form IMP 08-104 to each inmate trainer, emphasizing the sections on confidentiality, voluntary participation, and research study complaints. Each inmate trainer was asked if he had questions which were answered by the researcher prior to signing the documents. Documents were signed and dated by the inmate trainer and researcher and permission was given by the inmate trainer to tape record the interview.

Next, the researcher turned on the tape recorder and asked the interview questions. One of the unit team counselors signed each form as a witness. Initial interview questions were developed by the researcher (Appendix L) and designed to provide information necessary to address research questions. Interview questions were discussed with a research auditor and revised prior to the final copy. The researcher's committee members also gave suggestions for improving questions prior to the final copy. Field notes were taken by the researcher during each interview. The researcher

employed previously described procedures with ten inmate trainers who were added to the training program during the study in July.

Six additional inmates were selected to participate in the research study. Correctional staff selected the inmates based on four criteria: (a) three former inmate trainers who had been administratively removed from the program, (b) three inmate non-trainers with no previous involvement in the program, (c) diversity of inmate age and ethnicity, and (d) diversity of inmate living pod assignment. Selection of the six individuals was at the discretion of correctional facility administration.

Interview questions for the three former inmate trainers who had been previously removed from the program were developed by the researcher, with input from dissertation committee members (Appendix M). Interview questions for the three inmate non-trainers with no previous involvement in the training program were researcher developed with input from an dissertation committee members (Appendix N). Interview questions for both groups were developed to address the research questions. The identical facilities and previously described procedures for informed consent and audio/video-taping were employed during the six interviews. The researcher conducted approximately 29 total hours of taped initial interviews with current inmate trainers, former inmate trainers, and inmate non-trainers.

Phase III: Staff Interviews

Three staff members who had contact with dog trainers through supervisory duties were interviewed one time during the study. Interviews were conducted at the beginning of the research study. Selection of staff members was at discretion of

correctional administration. Interview questions were researcher developed, auditor reviewed, and critiqued by dissertation committee members (Appendix O). All interviews were semi-structured in nature and informed consent with permission to audio-tape was given by the researcher and signed by staff members prior to data collection. A Radio Shack tape recorder, model number CTR-121 with C-90 tapes was used to record data and field notes taken by researcher during all interviews. Two female and one male staff members were interviewed by the researcher at their supervisory stations. The first female was interviewed in a small office outside a conference room in the Spiritual Life Center. The staff member sat in an office chair at her desk with the researcher at her side in an occasional chair. This individual monitored supervision of dog trainers and dogs in the Spiritual Life conference room during training class or inclement weather. The second female staff member met in an office in the mental health counseling complex. This individual preferred to stand while being interviewed and the researcher also stood. This officer provided general supervision to inmates in the correctional facility. The third staff member interviewed was a male who worked in a supportive role providing vocational counseling for inmates in the facility. The interview took place in a small office in one of the housing units. This individual sat in an office chair behind his desk facing the researcher who sat in an occasional chair. The researcher interviewed the director of the training program in the Visitor's Center. The director and the researcher sat at a round table facing each other during the interview. A few inmate trainers were in the room while they were waiting for a security search prior to going back into the prison yard. The researcher interviewed the director of C.A.R.E.S., Inc. by telephone and recorded the interview. The researcher conducted approximately five hours

of taped interviews with staff members. The researcher did not include specific characteristics of staff members in this dissertation because of security requirements.

Phase IV: Researcher Observational Recordings

The researcher conducted approximately 35 hours of video-taping current inmate trainers with their dogs in the dog yard using a Sony Camcorder, model number DCR-DVD100 and DVD-RW60 tapes. The equipment was personal property of the researcher with special permission given by the Kansas Department of Corrections to allow this equipment in the facility. Typical procedures prohibit use of photography or recording equipment in prisons. The majority of video-taping was conducted in the prison dog yard. The dog yard is a chain-link fenced-in area approximately 50 by 100 feet in size situated at the northeast corner of the correctional facility in close proximity to one of four housing units. Other inmate comments and noises could be frequently heard coming from the housing unit next to the dog yard. Four training apparatuses for climbing, four metal picnic tables with attached benches, a water hydrant, a kennel, and doors and light switches used for training are located inside the yard. A large concrete slab used for training approximately 50 by 100 feet in size is located west of the dog yard. A traditional wooden picnic table and water hydrant sit next to the concrete slab. Inmates daily exercise their dogs on the concrete.

A dog/inmate interaction form (Appendix P) was piloted by the researcher during the first two observations, but later discontinued. The researcher found it impossible to video-tape and record interactions simultaneously. Interactions between current inmate trainers and their dogs were analyzed using data gathered from video-tapes and field notes. The researcher sat at one of the picnic tables, on the ground, or walked around the

dog yard during taping observations, and conversed with current inmate trainers when they solicited conversation.

Phase V: New Inmate Orientation Recording

New inmate orientation is held every Friday morning in the worship chapel of the Spiritual Life Center. Two experienced current inmate trainers accompanied by their dogs present a PowerPoint presentation to inmates new to the correctional facility, outlining the history, components of, and requirements for participation in the dog training program. The researcher video-taped the 15 minute presentation the six new inmates received regarding the training program. Current inmate trainers introduced their dogs and the researcher prior to the presentation. One of the challenges faced by the researcher was exclusively video-recording the two inmate trainers and their dogs. The researcher sat in a pew to the right of presenters in the front of the chapel and pointed the camera at the floor several times during the presentation when other inmates who were not participating in the research study walked in front of the presenters. The researcher was only allowed to video-tape those inmates in the facility who had signed consent forms; therefore, the researcher audio-taped the entire portion of the presentation but not the entire video.

Phase VI: Group Training Session Observation

The researcher video-taped a two-hour group training session in the minimum security building. Two experienced current inmate trainers presented information about the training program to current and newly hired inmate trainers who were accompanied by their dogs. The researcher faced the challenge of exclusively video-taping participants

in the study. The researcher stood in the back of the room during the presentation and pointed the camera at the floor several times during the session when other inmates who were not participating in the research study walked in front of the camera. The researcher video-taped the audio portion of the presentation but not the entire video.

Phase VII: Graduation Observations

Dog graduation occurs four times a year in the facility. Graduations are conducted in the visitor's room across from the prison security station. Dog recipients attend accompanied by their recently adopted and graduating dogs. Current inmate trainers present information about the program and invite attendees to share experiences with their animals and personal feelings about the program. The first graduation was scheduled at 9:30 a.m. on July 26, 2008; however, attendees did not arrive until 10:30 a.m. The researcher arrived at 9:00 a.m. to set up the recording equipment while the current inmate trainers ate a special breakfast in recognition of their hard work. The graduation concluded at 11:30 a.m. followed by a body search of the inmate trainers and dogs by correctional officers to check for contraband.

The second graduation was conducted in the identical facility on October 2, 2008 at 9:30 a.m. The researcher arrived at 9:00 a.m. to set up the recording equipment while current inmate trainers ate a special breakfast in recognition of their hard work. The graduation concluded at 11:30 a.m. followed by a full search of inmate trainers and dogs by male correctional officers to check for contraband. Observations, video-taped recording of current inmate trainers, and field notes were conducted by the researcher during the graduations.

Phase VIII: Closing Inmate Trainer Interviews

The researcher conducted closing interviews over a three day period with 11 current inmate trainers involved in the training program. Interviews were conducted at a picnic table north of the concrete training slab removed from prison traffic and training activity. The researcher sat across the picnic table from the inmate trainers with the tape recorder on the table facing the inmate trainers and reviewed informed consent and access contracts prior to each interview to verify inmates' consent to be audio-taped. Interviews were audio-taped with a Radio Shack tape recorder, model number CTR-121 , on C-90 cassettes. Closing interview questions were researcher-developed and critiqued by dissertation committee members prior to their use (Appendix Q). The researcher recorded field notes during each interview.

Next, five inmate trainers who dropped out of the training program in July and August during the study were interviewed over a two-day period. These inmate trainers were not administered the dog relationship and perception scale since the questions on the scale pertained to inmate trainers who were presently participating and training dogs in the program. A sixth inmate was moved to an undisclosed facility and could not be interviewed. Interviews were conducted in the counseling office lobby because all offices were occupied. The researcher chose to interview these five inmates away from current inmate trainers to prevent any pressure, anxiety, or conflict. The current inmate trainers previously expressed frustration and anger with the five inmates who dropped out of the program during the research study. Interviews were semi-structured, audio-taped brief interviews. The researcher sat in an occasional chair during the interview facing the inmates in a second chair. Prior to each interview, informed consent and access contracts

were reviewed with each inmate to verify agreement to audio-tape. Interview questions were developed by the researcher (Appendix R). The researcher recorded field notes during each interview.

Phase IX: Dog Relationship and Perception Scale

The researcher administered the *Dog Relationship and Perception Scale* to the 11 current inmate trainers who were presently participating in the training program following each closing interview. The Likert rating scale was researcher-developed to measure the current inmate trainers' perceived relationships with their dogs and perceived outcomes of the training program (Appendix S). The researcher read directions and questions to the inmate trainers to maximize understanding regardless of reading ability and instructed inmates to circle their responses. More than half of American prisoners cannot read or write, most with less than an 8th grade education (Vacca, 2004). Finally, the researcher explained the project timeline and asked each inmate trainer if he had any additional questions or comments. The researcher responded to questions and comments and thanked the inmate trainers for their participation.

Phase X: Document Review

The researcher reviewed all documents regarding the dog training program, participants, and facility. Documents were accessed through Internet resources (C.A.R.E.S., n.d.; Kansas Department of Corrections, n.d.), photocopies of orientation PowerPoint presentation (Ellsworth Correctional Facility, n.d.), information received from animal organizations, and anecdotal information received from the previous program director. Notes were taken from each document by the researcher and included in narrative form in this dissertation.

Phase XI: Verification of Data

The researcher returned to the prison on October 14, 2008 for approximately five hours and met with the 10 current inmate trainers who were still participating in the research study. The eleventh current inmate trainer was moved to another correctional facility. The researcher reviewed all collected data, inmate trainer quotes, and inmate trainer perceptions with each inmate trainer. During each meeting, the researcher shared information written with each current inmate trainer to check for accuracy. Feedback was received from each inmate trainer with requested additions, deletions, and revisions made to documents. The researcher also went to the El Dorado Correctional Facility on October 22, 2008, to complete the same process with the tenth inmate trainer who was moved to the facility in October. Creswell (1998) contends *participant checks* where study participants read the collected data to verify its accuracy produce the highest level of information credibility in a qualitative study. The researcher did not have inmate trainers review the findings of the study. Next, the researcher began analysis of collected data.

Analytical Procedures: Reviewing, Organizing, and Analyzing Data

The first step employed in analyzing collected data was a review of the detailed description of the case and setting (Creswell, 1998). It is important to create and organize files for data, complete a general review of all information with notes, and read through all collected data to gain a sense of the overall case when analyzing qualitative data. Second, the researcher identified the main ideas of the study.

The main ideas or themes of the study were identified within two major categories

or themes: (a) positive or negative emotional outcomes of working with the dogs in the training program, and (b) positive or negative practical outcomes of working with the dogs in the training program. Third, the researcher recorded data in the form of reflecting notes, specific quotes, and field notes and observation summaries. Fourth, the researcher reduced and placed data, text and visual image material into the two main ideas or themes with findings under each theme. The predominant categorical themes which emerged were: positive and negative emotional outcomes and positive and negative practical outcomes for inmate trainers. Reported and observed findings which emerged under positive emotional outcomes inmate trainers received from working with the dogs in the dog training program were: (a) the positive social support inmate trainers received, (b) the sense of pride inmate trainers gained, (c) increased inmate trainers' patience, (d) improvement in the self-esteem of inmate trainers, (e) the feeling of giving back to society for their crimes the inmate trainers experienced, and (f) the humanizing element and connection to the outside world the inmate trainers received.

Reported and observed findings which emerged under positive practical outcomes inmate trainers received from working with the dogs in the dog training program were: (a) improvement in inmate trainer responsibility, (b) a more positive prison environment which was more calm and friendly, (c) the opportunities inmate trainers had to help others, (d) goal setting and execution of goals learned by inmate trainers, (d) employability skills inmate trainers gained, and (e) motivation for and improvement in more positive inmate trainer behavior. Fifth, the researcher used the themes and findings within each theme to write the end narrative.

The researcher identified the following finding within the theme of negative

emotional inmates' outcomes: emotional difficulties in giving up their dogs. Under the theme of negative practical outcomes, two findings emerged in the study: (a) the overwhelming amount of responsibility required of inmate trainers to train and keep a dog, and (b) problems inmate trainers experienced with other inmates who hassled the inmate trainers and their dogs.

Ethical Considerations

Throughout the study the researcher was conscious of rights of participants (current inmate trainers, former inmate trainers, non-trainers inmates, and staff members) and professional responsibilities of conducting research. Participants were not coerced by the researcher to participate in the study. The researcher consistently maintained respectful, professional behavior towards participants. Participants expressed their appreciation to the researcher for treating them like a *human*. As a result, a respectful, trusting, cooperative relationship developed between the researcher and inmates. The researcher was treated with great respect, appropriateness, and cooperation.

Conducting research in a correctional facility presents unique ethical considerations. Gaining access to a prison population can be a long, difficult, frustrating experience (Glenn, 2008). Researchers entering the field can be confronted with suspicion and resistance from correctional administrators, staff, and inmates. Previous experiences with security breaches, public-aided prison escapes, and inappropriate behavior by visitors cause officials to view individuals doing volunteer work and research with caution (ECF Chaplain, personal communication, April 26, 2008). Inmates' prior negative experiences with prison volunteers or visitors could also result in inmate suspicion and distrust towards a researcher. Kansas Department of

Corrections and Ellsworth Correctional Facility requirements for research were strictly adhered to by the researcher throughout the study.

Bringing recording equipment into a correctional facility can create potential problems. Special written permission must be granted from the Kansas Department of Corrections to any person bringing recording equipment into a prison. Passage through security can be impeded by uninformed staff unfamiliar with the researcher and project. This situation occurred four times during this research even when the researcher provided a signed copy of the approved research proposal at security. Entry was delayed when an administrator was called to verify permission for recording equipment.

To protect the identity of participants and crime victims it is critical video tapes and audio-tapes are solely viewed and listened to by the researcher. Full transcription of interviews and their inclusion in the dissertation and research publications are not allowed by the Kansas Department of Corrections. Specific quotes included in the research document cannot include information which would damage, cause ramifications, or identify study participants. Once research is completed the recorded video tapes are property of the correctional facility.

If inmates being interviewed or observed share information “off the record” the issue can become problematic for the researcher specifically if information potentially could harm self or others. The researcher told each inmate no information is “off the record,” in a prison setting and potentially harmful information will be reported to prison administration. At the beginning of the study the researcher stated reasons for inmates’ incarceration would not be discussed. If inmates talk about their crimes potential, ethical

issues for the researcher may arise. The researcher's reaction to this discussion could create an adverse reaction from the inmates which in turn could affect the research study.

It is critical the researcher give verbal and written informed consent using the Internal Review Board form and require inmate signature on the contract. Prison research involving recording equipment requires inmates signature on the access to video and audio-tape form prior to data collection. Vacca (2004) notes many prisoners are illiterate; therefore, the researcher read all required forms to participants to maximize understanding regardless of reading ability.

Issues of confidentiality are especially critical in prison research. The researcher has an ethical responsibility to maintain anonymity of the informants. In this case study the researcher assigned each inmate and staff member a number. Inmates and staff members were not referred to by name and the researcher made every possible effort to maintain their anonymity. Identifying information obtained during the course of the study was not included in this dissertation or discussed with others.

The researcher explained to inmate trainers they would be participating in a study and a complete description of the study was given. The researcher did not engage in deception of any kind and questions asked were answered promptly and honestly. Extreme caution was used in exclusively video-taping inmate trainers who had signed informed consent and access contracts. Video taping was diverted to the floor when inmates not involved in the research walked in front of the camera.

Finally, all collected data were stored in a locked file cabinet under the supervision of the researcher. The researcher is required to surrender all visual images to prison officials at the completion of the dissertation. With permission from prison

officials, the researcher will attempt to secure all written collected data for potential future research use.

Summary

In conclusion this chapter presented a detailed description of methodology of this research study. A qualitative, case study tradition was employed to describe the perceived experiences and outcomes of a canine training program in the prison facility from the following perspectives: (a) current inmate trainers, (b) former inmate trainers, (c) inmate non-trainers with no involvement in the training program, (d) staff members, and (e) the researcher. The study sample consisted of a total of 27 purposively selected inmates and staff members. The researcher used a variety of data collection methods: in-depth audio-taped interviews, video-taped training sessions, video-taped new inmate orientation, video-taped dog graduations, field observations, and document review. Verification of the study addressing traditionally labeled quantitative credibility and reliability were accounted for through prolonged field engagement, triangulation of data, in-depth description of the case, examination of researcher and participant bias, and participant checks.

The researcher reviewed and organized all collected data from interviews, observations, video-tapes, and field notes. Next, the researcher identified the main overall ideas of the collected data and organized these ideas into two broad themes. Findings of the study in each of the two themes emerged through a critical examination of all collected data.

Ethical issues and steps to address the issues taken by the researcher were discussed. The researcher used extreme care in protecting the rights and identity of the

study participants. In addition, the researcher addressed issues of confidentiality with participants and administered informed consent. Finally, the researcher behaved in a professional manner and used required guidelines to gain access to the prison, complete security training, and follow prison guidelines for the use of recording equipment and security of data.

The intent of this study was to contribute to the understanding and the body of research regarding use of animals with humans. Results of this study discussed in the next chapter provide critical information for individuals and agencies implementing animal-assisted programs and interventions. A detailed analysis and synthesis of data congruent with the principles of qualitative research is described in the following chapter.

Chapter 4 – Data Analysis & Interpretation of Findings

The purpose of this within-in site case study was to describe and understand the perceived outcomes of inmates working with dogs in a canine training program in a correctional facility. The researcher believes a better understanding of the perceived outcomes of prison canine training programs will provide correctional administrators a more informed perspective for implementation and revision of programs. This chapter presents the key findings gained from in-depth interviews with 16 current inmate trainers; in-depth interviews with three former inmate trainers who were removed from the training program; in-depth interviews with three inmate non-trainers who had no previous involvement in the canine program; in-depth interviews with five staff members; video recordings of training sessions, new inmate orientation, and two dog graduations; administration of a researcher developed dog relationship and perception scale; and researcher observations. The study was based on the following research question and five sub questions:

What are the perceived outcomes of incarcerated males participating in a canine training program?

How do the inmates describe their experiences with the canines?

In what ways do the inmates behave or interact with the canines?

What are the perceived outcomes for inmates working with the canines in the training program?

What are the staff perceptions of the canine training program outcomes?

What observations does the researcher have concerning the canine training program and perceived outcomes for inmates working with the canines?

The first section of this chapter contains a detailed explanation of the data analysis procedure used by the researcher to review, organize, and analyze the data. Next, the researcher identified two major themes in the study and findings which emerged under each theme. The data were coded, analyzed, and then reported first under each major theme and finding and then by the research question and sub questions.

Data Analysis Procedure

The researcher used the process of analysis of data described by Bogdan and Biklen (2007): working with the data; organizing the data; breaking data into manageable units; coding and synthesizing the data; and looking for patterns. First, the researcher comprehensively reviewed all collected data to gain a thorough understanding of the case. All audio and video tapes were transcribed and then listened to and viewed for the second time, and all field notes and documents were reviewed to identify the main ideas of the study. Third, the researcher recorded findings as specific quotes and observation notes. The researcher reviewed all observation and field notes. Fourth, the researcher reduced and organized data, text, and visual image material into two main themes which are emotional outcomes and practical outcomes, with color-coded findings under each theme. The researcher developed a data analysis chart (Appendix T) to record the color-coded findings. Findings were color-coded in all collected data, with specific quotes identified to describe findings of the themes. The researcher included a significant number of quotes in the report of the findings to assist the reader in capturing the essence of staff and inmate trainer perspectives and describe the themes and findings of the study. Participant quotes were transcribed verbatim without revision of grammar or removal of expletives; however, inmates' emotions were not described in order to avoid

any potential ramifications inmates could face by appearing as an emotionally weak target in a prison environment. Inmates and staff members were identified by a number based on confidentiality requirements of the Kansas Department of Corrections. The researcher used the following criteria to describe the results of the findings (Bloomberg & Volpe, 2008): 100% denotes all; 95 – 99% denotes an overwhelming majority; 51 – 75% denotes a majority; 30 – 50% denotes some; 10 – 29% denotes a few; and amounts below 10% are not recorded. The following types of data were not recorded in the research findings because the data did not address the research questions, add important noteworthy information to this case study, or because including the data provided information that could possibly identify the participants in the study:

1. Data or information about participants in the study unrelated to information or personal feelings about the dogs or dog training program;
2. Collected data which fell below the 10% reported amount;
3. Basic demographic or personal information about the participants unrelated to the research questions;
4. Collected information from personal interviews with inmate trainers about the dogs they owned prior to incarceration;
5. Information related to reasons for inmate trainer incarceration;
6. Information shared with the researcher by inmate trainers about their families;
7. Information shared with the researcher regarding negative feelings towards staff members;
8. Specific information about individual dogs in the training program paired with inmate trainers as this would identify participants in the study;

9. Negative verbalizations from inmate trainers about the correctional facility and correctional staff;
10. Information shared with the researcher about inmate trainer negative experiences with dogs outside and inside of prison;
11. Previous dogs the inmate trainers owned or worked with both outside and inside of prison;
12. How the inmate trainers initially learned about the dog training program; and
13. Information about specific dog training procedures.

Two major themes and several outcomes or findings under each theme emerged from this study which are summarized in Table 2.1 on page 97. Table 2.1 includes information about the emergent themes and findings under each theme the researcher recorded during initial and closing current inmate, former inmate, non-trainer inmate, and staff member interviews. The findings recorded included the sample size, reported number, and percentage of the two major themes that emerged in the study and each emotional and practical finding. In addition, findings from participant interviews, new inmate orientation, dog graduations, and video-taped observations are discussed and reported in percentages in the text of this dissertation. Table 4.1 in Appendix T lists the themes which emerged, definitions of each of the findings recorded under each theme, and examples of each of the findings of this dissertation. Finally, the researcher used the themes and findings to write the end narrative.

Table 2.1: Emergent Themes and Findings from Participant Interviews

Major Themes	Findings of Study	Inmate Trainers Current & Former			Inmate Non-Trainers			Staff Members		
		<i>n</i>	#	%	<i>N</i>	#	%	<i>n</i>	#	%
Positive Emotional Outcomes	Social Support	19	17	89	3	2	67	5	4	80
	Sense of Pride	19	12	63	3	1	33	5	4	80
	Feelings of Giving Back to Society	19	2	11	3	1	33	5	2	40
	Increased Patience	19	7	37	3	1	33	5	1	20
	Improved Self-Esteem	19	8	42	3	0	0	5	3	60
	Humanizing Element	19	5	26	3	1	33	5	3	60
Negative Emotional Outcomes	Giving up the dogs	19	4	21	3	0	0	5	0	0
Positive Practical Outcomes	Improved Responsibility	19	16	84	3	0	0	5	4	80
	More Positive Prison Environment	19	10	53	3	1	33	5	4	80
	Helping Others	19	16	84	3	2	67	5	4	80
	Gaining Employment Skills	19	3	16	3	0	0	5	1	20
	Goal Setting & Execution	19	9	47	3	0	0	5	1	20
	Behavior Motivation & Improvement	19	4	21	3	0	0	5	4	80
	Overwhelming Responsibility	19	4	21	3	0	0	5	0	0
	Problems with Other Inmates	19	3	16	3	1	33	5	3	60

Two Major Themes of the Study

Emotional Outcomes Theme

Data from Interviews

The overwhelming majority (96%) of current and former inmate trainers, non-trainers, and staff members in the study indicated during the initial and closing interviews working with the dogs in the training program provided some positive emotional outcomes with several findings under this theme. Findings recorded under the theme of positive emotional outcomes are described as follows:

Findings of Theme 1: Emotional Outcomes

1. Inmate trainers received social support such as friendship, companionship, nurturance, love, physical touch, emotional bonding, and emotional stabilization from the dogs in the training program.
2. Inmate trainers felt a sense of pride in their accomplishments as a result of training the dogs.
3. Inmate trainers expressed their feelings of trying to give back to society for the mistakes they made through training a dog to help another human being.
4. Inmate trainers learned to be more patient as a result of working with their dogs.
5. Inmate trainers reported feeling better about themselves as a result of working with the dogs in the training program. In other words, their self-esteem improved.
6. Inmate trainers felt humanized and connected to the world outside of the prison walls as a result of working with the dogs.

The only identified negative emotional finding reported was the inmates'

strong attachments to their dogs which caused emotional difficulties for the inmate trainers when they had to give up their dogs.

Practical Outcomes Theme

Data from Interviews

The majority (89%) of study participants indicated in the initial and closing interviews working with the dogs in the training program provided positive practical outcomes with several findings under this theme:

1. Inmate trainers learned how to be responsible and became more responsible individuals as a result of having to care for and train a dog 24 hours a day, 7 days a week.

2. The prison environment was reported as more positive, calm, and friendly when the dogs were present.

3. Inmate trainers learned how to plan and execute goals by teaching their dogs to obey and master commands.

3. Inmate trainers were motivated to use and maintain positive behavior in order to receive and keep a dog.

4. Inmate trainers learned employability skills such as positive work ethic, self-discipline, personal responsibility, setting goals, and completing job applications which they felt could be transferred to the outside world when they were released from prison.

Two identified negative practical findings included: (a) the sometimes overwhelming amount of responsibility required of inmate trainers to keep, care for, and train a dog, and (b) inmate trainers' concerns with other inmates who hassled them and their dogs.

The two major themes, findings under these two themes, and information to support each finding are described in detail in the following section of this dissertation. Findings which are reported more frequently by inmate trainers, former inmate trainers, inmate non-trainers and staff members are discussed in more detail than those reported less frequently. The researcher used rich description to document a broad range of inmate and staff experiences and perspectives which allows the reader to enter into the study and gain a deeper understanding of these perspectives. Quotations taken from interviews and video tapes are meant to capture the richness and meaning of the perceived outcomes of working with the dogs in the training program from inmate and staff perspectives. Researcher perspectives are included in the interview data to augment the discussion.

Positive Emotional Outcomes

An overwhelming majority (96%) of the inmate and staff participants indicated working with the dogs in the training program provided some type of positive emotional outcome. The researcher defined positive emotional outcomes as strong, positive, emotional feelings inmates trainers experienced as a result of working with the dogs in the training program.

Finding 1: Social Support Inmate Trainers Received

The majority (89%) of current and former inmate trainers in the study indicated working with the dogs in the training program provided a positive emotional outcome of increased social support. The finding of social support was based on interview responses given by inmates and observations conducted by the researcher. The theory of social support contends human need social companionship (Beck & Katcher, 2003; McNicholas & Collis, 2006; Melson, 2003). Animals can provide this type of social support and

companionship for example, by showing friendship, love, and emotional bonding with inmate trainers. The researcher defined social support to include providing emotional support through the following: (a) friendship received from the dog, (b) companionship with the dog, (c) emotional bonding with the dog, (c) love for the dog (d) reciprocal positive touch between the inmate and dog, (e) stabilization of inmate emotions as a result of the social support received from the dog; and (f) nurturance of the dog. This definition supports the definition of social support by McNicholas and Collis (2006) describe social support as positive acts and social interactions which enhance human health and well-being. Social support from animals serves as a replacement for insufficient human support which is characteristic of prison environments. Dogs fulfill a very important function of providing this type of social support for inmate trainers. A majority (67%) of inmate non-trainers with no previous involvement in the program and a majority (80%) of the staff members interviewed indicated working with the dogs provided this type of social support for the inmate trainers. The dogs serve as replacements for missing relationships and emotions in a prison environment. Dogs provide complementary relationships with humans by providing unconditional love. The following quotes illuminate how working with the dogs in the canine training program provide the following types of social support:

Nuturance of the Dogs

Right now I'm working with her to not be scared. I comfort her (the dog), grab her, hug her and tell her its okay. I pet her and pet her and play with and protect her. (Inmate Trainer 2)

Companionship with the Dogs

I felt lonely all by myself. I ain't got no family around. The dogs helped me. (Former Inmate Trainer 7)

Love for the Dogs

A lot of us haven't been loved right on the street and we don't know how to love back. You come in here and you've gotta survive. There's not too much shows of true love in here. You get a dog and get to working with him and you bond and have a sense of love for this animal. (Former Inmate Trainer 9)

Emotional Bonding with the Dogs

Some inmates have problems of being attached to human beings and through a pet, a bond can begin. (Inmate Non-trainer 11)

Right now I'm bonding with her. I've got to gain her trust. She's not going to listen to you unless she (the dog) loves you. (Inmate Trainer 17)

Friendship with the Dogs

It's always good to know when you look at an animal that animal is your friend and you're helping somebody and it makes you feel more positive about yourself. I have seen many people on the street who need a therapy dog because they go through life so depressed, devastated by life. An animal gets put in their life and shows them love and it has a very definite therapeutic effect on the person. (Inmate Trainer 18)

Inmates' Emotional Stabilization

When I feel down and out and missing my family at home, I can turn to the dog and it helps me feel better. . . it's helping us with our problems. When I feel angry or depressed and I'm missing my family or something from the outside world I turn to the dog and I forget about it and it puts me in a better mood. (Inmate Trainer 20)

Physical Touch with the Dog

I love that dog. When she first came in here, I looked at her like, wow, that's a crazy looking dog. It was dirty and everything and I gave her a bath and overnight we bonded. All I did was hug her and love her and tell her it was going to be okay. I even sing to her and I talk to her. (Inmate Trainer 22)

One staff member expressed the following positive emotional outcome of social support through inmate trainers' emotional bonding with the dogs:

The guys are emotionally invested in the program and there's very little an inmate in here can be emotionally invested in and be safe about. It feels safe to get emotionally invested in the dog and that has to be a benefit. (Staff Member 4)

Finding 2: Sense of Pride Inmate Trainers Gained

The third major positive emotional outcome reported by inmate trainers, non-trainers, and staff was the sense of pride gained from working with the dogs. This sense of pride is described as the sense of elation inmate trainers received by working with the dogs, teaching the dogs commands, and having the dogs master these commands. A majority (63%) of current and former inmate trainers indicated they felt proud of their work with the dogs in the training program. Some (33%) inmate non-trainers not involved in the program and the majority (80%) of staff members reported the feeling of pride inmate trainers gained as a result of working with the dogs. Teaching a dog skills allows the inmate trainers to feel proud of their abilities to instruct. Teaching also give the inmates a sense of control in an environment in which they have very little control. Inmate trainers expressed the sense of pride they gained by teaching the dogs to obey and master their commands in the following:

They (the trainers) can feel proud about something for the first time in a long time. (Inmate Trainer 1)

The dog coming next has a lot of problems and I'm good at fixing them. I had two weeks to teach two new dogs . . . to identify objects. . . and fortunately I got it done. I was working my tail off. Now I know why I'm so good. It's because I care. I train each dog like it's going to my own mom, my own dad or brothers and sisters. (Inmate Trainer 3)

One staff member described working with the dogs in the training program as " it gives some a sense of pride. (Staff Member 3)

Other Positive Emotional Outcomes

Four additional findings under positive emotional outcomes of inmates working

with the dogs in the training program emerged to a lesser degree in the study: (a) inmate trainers' feelings of giving back to society for the mistakes they made through training a dog to help another human being, (b) inmate trainers' increase in patience as a result of working with their dogs, (c) inmate trainers' improvement in self-esteem by doing something positive for others, and (d) the sense of connectedness and humanization inmate trainers expressed as a result of working with the dogs in the training program. The researcher feels their mention is noteworthy because of their emphasis by inmates in the interviews, even though their reported incidence is low.

Finding 3: Inmate Trainers' Feelings of Giving Back to Society

Having the opportunity to give back does not change the crimes inmates committed; however, it can help an inmate forgive himself for his mistakes. A few (11%) of current and former inmate trainers indicated working with the dogs gave them a feeling of giving back to society for their crimes which was described as a feeling of self-forgiveness. The only inmate trainers who reported the feeling of giving back to society for their mistakes were some of the inmate trainers who participated in the research study from the beginning in June. Some (33%) of the inmate non-trainers not involved in the program and some (40%) of the staff members reported working with the dogs provided feelings of giving back to society for prior inmates' crimes. This idea is best illustrated by the following comments of two inmates:

By getting locked up, when I ended up getting arrested, I knew how much it affected their lives. This was an opportunity to give back. I indirectly hurt a lot of people and this was step one in doing something positive after hurting a lot of people. (Inmate Trainer 1)

For inmates it (training a dog) can be therapeutically mentally. We've made a mistake and that's why we're here and they're bettering themselves by

pouring into this animal so they can help somebody else. (Inmate Non-trainer 10)

Finding 4: Increased Patience of Inmate Trainers

Increased patience as a positive emotional outcome of working with the dogs in the training program was reported by some (37%) of the current and former inmate trainers. Teaching a dog a command over and over until the dog masters the command requires a considerable amount of patience. One inmate trainer reported that it takes 150 times teaching a dog a command before it is permanently mastered. Some (33%) of the inmate non-trainers not involved in the program and a few (20%) of staff reported patience as a positive emotional outcome of working with the dogs in the training program. Training the dogs can be compared to raising a child. It takes a considerable amount of patience to both train a dog and raise a child. Gaining patience by working with a dog can potentially help an inmate trainer be more patient in the facility, but ultimately transfer to increased patience in the community after his release. The following comments illustrate four inmates' view of patience as a positive outcome of working with the dogs:

You have to keep showing him, and keep showing him, and keep showing him, and keep showing him, and before you know it, it's a game. (Inmate Trainer 2)

It's been a learning experience for me to gain patience with the dogs, not only the patience I have to have with the dogs, but the patience I have to have sometimes with others. I really have to shut those things out to keep focusing my attention on the dog. Now I've learned a lot, not only the patience, but to avoid those situations that could possibly turn bad. (Inmate Trainer 4)

If you're in the dog program you're gonna learn a whole bunch of stuff about yourself. I didn't realize how impatient I was, didn't realize how undisciplined I was. I'm not good at patience and she (the dog) helped me in that area. (Former Inmate Trainer 9)

For me, being around the dogs is like stress relief and helps me be patient. I stress a lot and being able to pet it and play with it . . . (Inmate Non-trainer 12)

Finding 5: Improved Self-esteem for Inmate Trainers

Working with the dogs in the training program has a positive emotional outcome on the self-esteem of inmate trainers as reported by some (42%) of the current and former inmate trainers and the majority (60%) of staff members. None (0%) of the inmate non-trainers not involved in the program reported self-esteem as an outcome for inmate trainers. Inmate trainers reported by working with the dogs in the training program they had more positive feelings about themselves and more self-confidence. Inmates who go through the court process often hear many negative comments about themselves which in turn can potentially cause inmates to think even more negative of themselves. Working with the dogs offers inmate trainers an opportunity to feel good about themselves and the work they do. The sentiments expressed by current and former inmate trainers are reflected in the following statements:

Coming to prison saved my life. I was going down the wrong path. No matter what I did, somebody in my family put me down. God brought me here to get my attention. Before he tried to get my attention and I didn't listen . . . it allowed me to know things about myself I never knew like I could train a dog. I never thought I could do it. I can have proof that even though I'm locked up I can make a change. (Inmate Trainer 3)

It (working with the dogs) boosted my confidence in myself a little bit. You didn't give up, I felt more positive about myself, not so negative. You're doing something all the time. When you don't have the dog, you're up here (pointed to head) all the time. I've got enough shit up here to make me a real big wreck. (Former Inmate Trainer 9)

Finding 6: Humanizing Element for Inmate Trainers

The final positive emotional outcome which emerged from the study was the inmates' feelings of being humanized and connected to the world outside the prison

walls as a result of working with the dogs in the program. As a result of working with the dogs, inmate trainers expressed they felt more like a typical human being interacting with his dog in the back yard instead of imprisoned inside the walls of the correctional facility. Meeting the recipients of the trained dogs at graduation also helped the inmate trainers feel more human and connected to the outside world they have limited contact with.. Some (26%) of the total current and former inmate trainers, some (33%) of the inmate non-trainers who were not involved in the program , and the majority (60%) of staff members indicated working with the dogs had a humanizing element and connection to the outside world. Prison can potentially dehumanize an individual by stripping away any control and emotion he previously had. Working with the dogs helps some of the inmate trainers feel more human. The humanizing element of working with the dogs was expressed as follows:

(At graduation) we see all these different people come in with no contempt in their eyes and get to graduation with light in their eyes and they see us as individuals, not as inmates, and talk to us like we're human, like we're people and listen to what we have to say . . . (Inmate Trainer 3)

Dogs are making me interact with people I may not interact with otherwise. He (the dog) is humanizing this environment like you were walking down the street with your dog and someone stops to talk to you. You might make a friend out of that. The same thing goes in here. You might make an acquaintance which is a good thing and it takes people out of their shells. (Inmate Trainer 4)

This program is good because having a dog around you makes you feel more human, you see less walls, you see less fences. I have to talk to more people because of him (the dog). I am not one of those people who go out and meet a bunch of people, no, no, no, no. . so you let somebody who you normally don't mess around with talk to or pet the dog and it makes them feel better and makes them more human and feel more love. (Inmate Trainer 5)

People on the outside look bad or down on us and we're just as human as they are. We train these dogs for them, for somebody who needs a dog. .

these dogs we send out help others and we're doing this for people on the outside. We're doing this for them, not for us. (Inmate Trainer 6)

The dogs are a connection with something from home to real life. (Staff Member 2)

Negative Emotional Outcome

One minor negative emotional outcome of working with the dogs was identified in the study. A few of the inmates experienced emotional difficulties giving up their dogs for adoption. Inmate trainers typically become very attached to the dogs they work with. It can be a difficult transition for inmate trainers when they have to give up their dog for adoption. A few (21%) of the current and former inmate trainers reported giving up their dogs was difficult; however, these individuals stated their concerns lessened when a new dog arrived to train and focus on. None (0%) of the inmate non-trainers, and staff members expressed the emotional difficulties inmates experienced giving up their dogs as a negative emotional outcome of the training program.

Practical Outcomes Theme

Data from Interviews

A majority (89%) of current and former inmate trainers, non-trainers, and staff members in the study indicated in the initial and closing interviews working with the dogs in the training program provided some type of practical benefit. The researcher defined positive practical outcomes as those outcomes which positively affect inmates in ways which can be put to typical use other than by triggering a strong emotion. The results of these benefits may in turn provide an emotional benefit; however, their initial effect is something of a practical nature which can be helpful in other areas for the inmate trainer. For example, an inmate trainer may learn to be a more responsible individual as a

result of working with the dogs in the training program. This in turn may lead to a positive emotional outcome of improved self-esteem.

Findings of Theme 2: Practical Outcomes

The following six positive practical outcomes or findings emerged from this study:

1. The inmate trainers learned how and became more responsible individuals as a result of having to care for a dog 24 hours a day, 7 days a week.
2. The prison environment was reported as calmer and friendlier when the dogs were present.
3. The inmate trainers were provided opportunities to fulfill their need and desire to help others by working with the dogs in the training program.
4. Inmate trainers learned how to plan and execute goals by teaching their dogs to obey and master commands.
5. Inmate trainers were motivated to use and maintain positive behavior in order to receive and keep a dog.
6. Inmate trainers learned employability skills which they felt could be transferred to the outside world when they were released from prison.

Finding 1: Improved Responsibility for Inmate Trainers

The majority (84%) of current and former inmate trainers indicated working with the dogs was both a big responsibility and the experience made them more responsible individuals. None (0%) of the inmate non-trainers and a majority (80%) of staff members reported improved responsibility as a result of inmates' work with dogs in the training program. Caring for a dog helps the inmate trainers learn to give of themselves.

Prior to being incarcerated, many inmate trainers described themselves as self-centered, a factor which contributed to their incarceration. In order to stay in the canine training program, inmate trainers are required to feed and water their dogs daily, take their dogs out to use the bathroom several times a day, keep their dogs well groomed, and teach their dogs commands. This requires a huge amount of personal responsibility on the part of the inmate trainers. Trainers expressed the theme of improvement in responsibility through the following comments:

I want everybody to know that this program is not easy, that the dogs are going to a special person. I care about this program and the dogs that make it. It is a big responsibility. (Inmate Trainer 2)

Having to take care of them 24 hours a day, 7 days a week makes you responsible for someone else's life so you make room in your life for a dog. A lot of time you've been selfish, you can't be. It makes you more responsible without the baggage because you don't want nothing to happen to them. (Inmate Trainer 5)

I signed up because I thought it would teach me some responsibility. The program helped teach me about responsibility. (Inmate Trainer 15)

I guess it (working with the dogs) would be therapeutic to some people, an opportunity to learn more responsibility. (Inmate Trainer 19)

You have a lot of responsibility taking care of a dog. It gives you more responsibility and you feel good about yourself and have constant companionship. (Inmate Trainer 21)

It (working with the dogs) gets me all focused and teaches me a lot of responsibility and what to do with the dogs and gives me a buddy to talk to. (Inmate Trainer 22)

A staff member expressed responsibility as, "It gives these guys some responsibility that maybe they've never had before like taking care of a child, especially a child." (Staff Member 2)

Finding 2: A More Positive Prison Environment

The second identified positive practical outcome of working with the dogs in the training program was the effect on the prison environment. A majority (53%) of current

and former inmate trainers reported a positive change in the prison environment as a result of the dogs' presence. Some (33%) of the non-trainers not involved in the program and a majority (80%) of the staff members in the study indicated a positive change in the prison environment as a result of having the dogs in the facility. The dogs' presence in the prison gives inmate trainers employment and provides other inmates the opportunity to positively touch and interact with dogs. The presence of the dogs in the prison environment improves the daily atmosphere of the prison by making it appear more calm, positive, and friendly. Big, tough guys can potentially turn in to playful children in the presence of prison dogs. Two inmate trainers and one staff member explained the effect of dogs' presence on the prison environment with the following:

The toughest _____ in here when they see the dogs, they break down and they pet the dogs, want to play with the dogs and not only that but it brings unity amongst us which sometimes is a hard thing especially with the races. Everybody has their own cliques, but when you bring a dog in here everybody kind of comes together. (Inmate Trainer 5)

The inmate continued to describe the effect as follows:

I know what it's like to be in a place like this and not have man's best friend. It's like a not real. Take the dog from the person and there's more stress. To be able to touch him and pet him, even if he ain't yours, relieves a lot of stress. When he runs up and jumps on someone, we got some bad guys and they make all those noises, and this is a killer making those noises, they ask you can I pet your dog. These are people who never learned nothing to do except take. It changes them. (Inmate Trainer 5)

I have a friend in here who is a gang member, a big tough guy and this dude, when I bring my dog around to him, he looks to see where his homies are at and then he's doing the whole baby talking, lay on the floor playing with the dog, throwing the ball, hugging the dog. In times like that you see that big tough guy fade away into the dude that you'd see next door playing with his dog and kids. It's an excellent feeling to see a gentleman who is so hard, so hard core that feels it's nice to be that way and he can break down because a dog's playing with him. The toughest guy in the joint turns into a baby with the dogs. (Inmate Trainer 4)

One staff member described the positive effect on the prison environment as, “They enjoy that the dogs are here. It adds a positive energy, a positive light to the facility. Animals give off good energy. If the dogs weren’t here I don’t think it would be as nice as place. The staff are proud we have the CARES program here”. (Staff Member 3)

Finding 3: Opportunities for Inmate Trainers to Help Others

A second positive emotional outcome of working with the dogs in the training program was the desire and opportunity to help others. Helping others was defined by the researcher as inmate trainers working with the dogs in the training program to help another living being. Inmate trainers help others by providing trained dogs for individuals with physical and emotional disabilities. The inmate trainers also help by training some of the dogs which have been rescued from shelters and could be potentially destroyed. Helping others gives the inmate trainers a sense of purpose, a feeling of importance, and a way to release caring emotions in a prison environment which discourages emotional display. The majority (84%) of former and current inmate trainers in the study reported working with the dogs allowed them opportunities to fulfill their desire and need to help others. The majority (67%) of inmate non-trainers with no involvement in the program and the majority (80%) of staff members interviewed indicated working with the dogs provided opportunities for inmates to fulfill their need to help others. The importance of helping others is described by some of the inmates:

The dogs that leave here go out to help people and that’s more pleasure than anything else, seeing someone’s face light up when they get their dog. That’s good. (Inmate Trainer 6)

It (working with the dogs) takes the sting away about being in prison and allows me to focus my time on the positive. These people are putting their lives in my hands with these dogs. (Former Inmate Trainer 8)

The main purpose of this program is to help children . . . A person that has a dog in this program, what it says about their character it shows that it's an unselfish side to them and they give their dogs their all. (Inmate Non-trainer 10)

I like what they're doing with the dogs to go out and help handicapped people that this is just enough. It's worth all the time and I think when you know you're doing good and you're incarcerated behind these walls for doing bad. In a way, it's almost worth the thing I did to get here for the good I'm doing. (Inmate Trainer 13)

We do train the dogs and there is some positive things that come out of prisons. We train the dogs and send them to people who really need them. There's a lot of positive things in here that people don't know about. (Inmate Trainer 21)

Working with the dogs helps other people and also helps the animals to keep them from being destroyed or unwanted. (Staff Member 1)

Finding 4: Inmate Trainers' Acquisition of Employability Skills

A positive practical outcome which emerged from the study was inmates' acquisition of employability skills. The researcher defined employability skills as the following positive job skills the inmate trainers learn as a result of working with the dogs in the training program: positive work ethic, focus on the job, responsibility on the job, and other job skills which can transfer to the world of work after inmates are released from prison. Gaining some of these employability skills will hopefully transfer to inmates' acquisition and retention of jobs once they are released from prison. Some (16%) current and former inmate trainers, none (0%) of the non-trainer inmates, and a few (20%) of the staff members in the study identified gaining employability skills as an outcome of working with the dogs. Transfer of employability skills is described in the following comments:

This is what I need to give back, to learn so I can get back on the streets. I'm giving back because everything I give you is from my heart. When I'm gonna get paid is in the long-run. I can take this to the street, I can learn and do it. I can't do a lot of other things but I can train a dog. (Inmate Trainer 5)

One staff participant (Staff Member 5) stated “We do have inmates who have gotten out . . . and were hired as puppy raisers on the outside based on previous experience with the dogs in the prison.”

Finding 5: Inmate Trainers’ Setting and Execution of Goals

Goal setting by inmate trainers was identified as a positive practical outcome of working with the dogs in the training program. Inmate trainers set daily and weekly goals for their dogs. The dogs are tested every Friday to determine whether or not the inmates achieved their goals with the dogs. Some (47%) of the current and former inmate trainers reported working with the dogs in the training program helped them learn to set and implement goals. None (0%) of inmate non-trainers with no involvement in the program and some (20%) of the staff members viewed goal setting and execution as an outcome of working with the dogs. Goal setting helps instill a sense of purpose, accountability, and achievement in the inmate trainers. Goal setting was described in the following statements:

You have to learn to plan for the goals you set, and learn how to execute these goals. We can focus on a goal and achieve it. (Inmate Trainer 1)

I put a lot of work into . . . He had a lot of bad manners. You have to break him of that. All my dogs have good manners. (Inmate Trainer 5)

She is a lovey dog and likes to be scratched and petted. I set a goal and work with them. (Inmate Trainer 6)

My goal with her is to get her ready to go to somebody who really needs her to be helpful to them. (Inmate Trainer 22)

Finding 6: Behavior Motivation and Improvement for Inmate Trainers

Improvement in behavior or motivation to maintain appropriate behavior was the final positive practical outcome which emerged in the study. Some (21%) of current and former inmate trainers indicated working with the dogs in the training program positively

affected inmate behavior. None (0%) of the inmate non-trainers and a majority (80%) of staff members expressed the positive influence of the dogs on inmate behavior. Any time inmates can be motivated to improve their behavior and maintain positive behavior, it is a plus for the prison. Working with the dogs can potentially provide this type of motivation. Inmates are typically not allowed in the dog training program or allowed to stay in the program unless they have a positive disciplinary record. Two inmates described the effect working with the dogs in the training program had on their behavior with the following statements:

One of the reasons I stayed out of trouble was so that I could get a dog. (Inmate Trainer 15)

If he wants to keep it (the dog) he has to abide by certain rules he maybe wouldn't have before and he has to take care of it. (Inmate Trainer 16)

One staff member expressed the effects of working with the dogs in the training program on inmate behavior:

It (working with the dogs) helps control behavior better. They learn to control behavior of the animal which helps them learn to control their behavior. It allows them to learn that lesson. It helps them change their feelings about themselves which will in turn affect their behavior. (Staff Member 4)

Negative Practical Outcomes

Minor negative practical outcomes of working with the dogs in the training program included: (a) the overwhelming amount of responsibility required to keep, care for, and train a dog, and (b) problems inmate trainers experienced with other inmates who hassled them and their dogs. A few (26%) of the current and former inmate trainers expressed the amount of responsibility required to participate in the dog training program as a negative outcome. These inmate trainers reported it was too much responsibility for them to care for and train a dog. They also expressed the concern they had no personal time for

themselves. An inmate trainer is required to have another inmate trainer watch his dog if he wants to go to some areas of the prison yard. Sometimes it is difficult to find another inmate trainer to watch the dog; therefore, the inmate trainer is not able to go. The only inmates who expressed these concerns were trainers who had dropped out of the program in July. None (0%) of the staff members and none (0%) of the inmate non-trainers expressed the amount of responsibility as a negative outcome. Two of these inmate trainers expressed the amount of responsibility required as a concern in the following statements:

It was more than I expected. It was a 24 hour job and I had to train my dog all day and didn't get enough sleep. (Inmate Trainer 15)

It was kind of too overwhelming for me. You had to devote all your time to the dog and I didn't have any time for myself so it was causing stress and I was irritable with other people. (Inmate Trainer 16)

A few (16%) of the current and former inmate trainers, some (33%) of the inmate non-trainers, and a majority (60%) of the staff members expressed concerns regarding other inmates having contact with the dogs and causing problems for the inmate trainers by harassing both the trainers and dogs. Dogs in training are allowed to eat dog food and no human food. Some of the inmates in the facility attempt to the prison dogs table food which interferes with their training and frustrates the inmate trainers. Concerns were expressed in the following manner:

Sometimes inmates throw food to the dogs when in the mess hall. Inmates are supposed to ask and this interrupts their training and frustrates the dog handlers. (Inmate Trainer 10)

The inmate handlers have no power. He is just another inmate in this population. You can't do something to someone who does something to your dog. It's a very difficult lesson to learn to not react or overreact . . . (Staff Member 4)

Researcher Observations

New Inmate Orientation

The researcher accompanied two inmate dog trainers to the Spiritual Life Center where they presented information about the dog training program to inmates new to the correctional facility. New inmate orientation is conducted every Friday morning at 10:00 a.m. The orientation is held in the Spiritual Life Center Chapel and a review of all aspects and procedures of the correctional facility is conducted by administration. Information provided by inmate trainers is included in the orientation. There were six new inmates present the morning the researcher attended. The inmate trainers and researcher waited with their dogs for approximately an hour while other information was presented to the new inmates. Finally, the inmate trainers and their dogs walked to the front of the room, introduced the researcher, and began their PowerPoint presentation. The researcher made several observations during the presentation. At first glance, the new inmates outwardly appeared as uninterested in the information given. Several shuffled papers, looked around the room, and slouched sleepily in the pews. One appeared to seek attention by the barrage of questions and comments he made. The researcher speculated the appearance of disinterest may have been the result of nervousness coming to a new facility and unrelated to the dogs or the training program. The trainers presented the information very quickly but comprehensively. The researcher wondered if their hurried presentation was possibly due to: (a) a sensing of the disinterest of their audience, (b) nervousness presenting in front of the new inmates, (c) trying to make up time they missed working with the dogs while they waited to present, (d)

nervousness being video-taped, or (e) a combination of these or several other factors.

The researcher observed a change in the facial expression of the inmate trainers to one of emotional seriousness when they described the dog graduations and the emotional impact the experience had on both the inmate trainers and dog recipients. The theme of positive emotional outcomes through helping others emerged as the inmate trainers described the graduation activity and its emotional effect on them. Several times during the presentation the researcher pointed the camera to the floor when other inmates walked in front of the camera because the researcher was not allowed to video-tape any inmates or staff members who had not given written consent to participate in the study and be video-taped. The second finding which emerged during the presentation was social support when the inmate trainers described the caring, discipline, and companionship they had with their animals. Once the presentation was completed, the inmate trainers and researcher returned to the dog yard for a video-taped training session.

Dog Graduations

The researcher attended one dog graduation at the beginning of the study and one at the end. Graduations are held from 9:30 a.m. – 11:30 a.m. in the Visitor's Center at the correctional facility four times a year. Nineteen dog recipients attended the first graduation and 15 the second. Trainers are given a special breakfast courtesy of the warden prior to each graduation in appreciation for their hard work with the dogs. Dog recipients accompanied by their dogs, all inmate trainers, correctional officers, and the program director attend the graduation. Following the graduation, the recipients and dog must pass a public access test at a restaurant and mall in order to graduate. First, one of the main inmate trainers welcomed the group and introduced himself. Next, each inmate

trainer introduced himself and told the length of time he had participated in the program. The researcher observed several findings consistent with those identified in the interviews.

The theme of positive emotional outcomes through social support was observed during the graduation as evidenced by several inmates showing affection, love, and physical touch by holding, gently petting, talking to, and kissing their dogs. The second theme of positive practical outcomes through goal setting was described in the following statement by a current inmate trainer who facilitated the graduations

Do we get attached to the dogs? When I first started, I would say yes and then I know that I will get a new one. The walk up front, that 5 minutes is emotional, but you immediately begin thinking and have to formulate a new plan. (Inmate Trainer 1)

Previously discussed findings of the importance of helping others and the final finding of a feeling of giving back for crimes committed which emerged under the theme of positive emotional outcomes were reflected in the following words of the current inmate trainer facilitator:

We can't change anything we have done in our past. These five guys here have made a conscious decision that from this point on we are going to try to help somebody and make someone's life better and this is the first step in the healing process to help somebody else. (Inmate Trainer 1)

The researcher observed first-hand the finding of the positive practical theme of responsibility, with all inmate trainers and dogs in attendance neatly groomed and attentive. The inmate trainer facilitator continued with his perspective of the previously discussed positive practical findings of improved patience and goal setting and execution:

Things we learned are responsibility which is something we did not have or we would not be here today. We learned teamwork and to trust each other. Trust is not something in this facility you find too much of so you have to open up and trust each other. You learn patience and you have to learn how to be calm. We

learn goal setting. Every single Friday we test our dogs. When we finish the test, I'll look at my sheet and next week I'm gonna teach my dog these five, figure out how I'm gonna do it over the weekend and come out on Monday and execute it. There is a lot of goal setting. (Inmate Trainer 1)

In conclusion, the inmate trainer facilitator added, “. . .we're learning tools that if we would have used them better when we were out we probably wouldn't have ended up in this place.” He thanked attendees for “letting down their guard” and coming to the prison and asked attendees to introduce themselves and tell their stories. The researcher observed both smiling faces and tears well up in the eyes of inmate trainers when the attendees told their heartwarming stories about their dogs.

Dog Training Observations

The researcher conducted approximately 36 hours of video-taped observations of inmate trainers working with their dogs. The majority of the taping was completed in the dog training yard. The researcher was not permitted to video-tape outside the fenced-in dog yard which limited the observations. The inmate trainers worked with their dogs outside of the dog yard approximately half of the time. To assist the researcher in video-taping, the inmate trainers took turns coming into the dog yard to work with their dogs. It was difficult to capture both the entire audio and video of the training sessions since the dog yard was a very large area and the presence of a camera created an artificial environment for the inmate trainers; however, the taping served a significant purpose in the study.

The hours spent in the dog yard video-taping helped the researcher develop a very trusting and cooperative relationship with the inmate trainers. The researcher and the inmate trainers conversed frequently about the dogs, training methods, and accomplishments. The time in the field also helped portray the researcher's commitment

and sincerity for entering a prison environment as a female studying male inmates and their dogs in the training program. This created a greater sense of researcher credibility and acceptance with the inmate trainers.

The researcher witnessed frequent, almost minute-by-minute displays of positive emotional themes as evidenced by the proud, smiling faces of inmate trainers and the reciprocal displays of affection between inmate trainers and their dogs. The previous descriptions and following excerpts were taken from transcribed video tapes of dog training sessions:

Verbal encouragement and praise from inmates to their dogs. For example, “that’s a good boy, yes look at you, you’re a good boy, sit.”

The human/animal emotional bond and caring, physical affection between the inmate and dog: For example, the inmate walked the dog and petted her face, rubbed her belly, patted her side and played with her.

Displays of pride when the dogs executed their commands: “You’ve got it now, you can work it.”

Considerable patience by inmates when training and retraining their dogs: The inmate trainer asked the dog to sit and go to heel. He did not obey, so he asked him to do the same again, gradually encouraging him to. He petted and hugged him and asked him to jump up and give him a hug when he obeyed.

A sense of family loyalty and trust between the dogs and their masters (inmate trainers): One inmate expressed this as, “come on, come on, good boy, come on, it’s my baby, it’s my baby, that’s a good boy, oh yes, oh yes, oh yes, that’s a good boy. He’s got it, he’s got it, three days. Oh good, good job.” This interaction continued for approximately twenty minutes with one inmate and his dog.

Inmates’ setting and execution of goals for their dogs: “I need to instill confidence in her. I need to encourage her. She has to know at least 36 commands in 7 days.”

Without the development of the trusting relationship between the inmate trainers and researcher, acceptance into the inmates’ world by the researcher would not have occurred. The researcher believed the inmate trainers would not have responded as

positively or congruently to the researcher and cooperated in the study. Finally, the trusting relationship enabled the researcher to gather the rich, detailed description of the case.

Dog Relationship and Perception Scale

Table 3.1 presents responses given by 11 inmate trainers on the researcher-administered Dog Relationship and Perception Scale. When the scale was administered there were only 11 inmate trainers participating in the training program. Questions on the scale were only relevant for measuring perceptions of inmates who had dogs and were currently participating in the training program. The scale was administered following the current inmates' closing interviews. The Likert item rating scale was researcher-developed to address relationships and perceptions of inmate trainers regarding their dogs and the training program. The researcher read the directions and each question individually to the 11 inmate trainers to maximize understanding regardless of reading ability. Inmate trainers were directed to circle the number which most accurately described their response to the question. The Likert rating scale used the following criteria for responses: Strongly Agree – 1; Disagree – 2; Undecided – 3; Agree – 4; Strongly Agree – 5

Table 3.1: Inmate Dog Relationship and Perception Scale

Item	Likert Scale Tally Responses and Percentage					
Question	1 %	2 %	3 %	4 %	5 %	Mean Response
1. I like having a training dog(s).	0 0%	0 0%	0 0%	0 0%	11 100%	5.0
2. I like working in the training program.	0 0%	0 0%	0 0%	1 9%	10 91%	4.91
3. I like to talk to my dog(s).	0 0%	0 0%	0 0%	1 9%	10 91%	4.91
4. I enjoy playing with my dog(s).	0 0%	0 0%	0 0%	2 18%	9 82%	4.82
5. My dog(s) knows when I am upset and tries to comfort me.	0 0%	0 0%	1 9%	3 27%	6 55%	4.55
6. My dog(s) helps me feel calm.	0 0%	0 0%	0 0%	3 27%	8 73%	4.36
7. I can tell things to my dog(s) and know he won't tell anyone.	0 0%	0 0%	2 18%	2 18%	7 64%	4.45
8. My dog(s) helps me with my behavior.	0 0%	1 9%	1 9%	2 18%	7 64%	4.36
9. My dog(s) helps me with my attitude.	0 0%	0 0%	1 9%	3 27%	7 64%	4.55
10. My dog(s) helps me handle my emotions in a healthy way.	0 0%	0 0%	0 0%	4 36%	7 64%	4.64
11. My dog(s) helps me learn to be responsible.	0 0%	0 0%	0 0%	1 9%	10 91%	4.91
12. My dog(s) helps me learn skills.	0 0%	0 0%	0 0%	1 9%	10 91%	4.91
13. My dog(s) likes me.	0 0%	0 0%	0 0%	2 18%	9 82%	4.82
14. I like my dog(s).	0 0%	0 0%	0 0%	2 18%	9 82%	4.82
15. I will miss my dog(s) when he leaves the facility.	0 0%	0 0%	0 0%	3 27%	8 73%	4.73
16. I would like to continue in the dog training program.	0 0%	0 0%	0 0%	1 9%	10 91%	4.91
17. I would recommend the dog training program to others.	0 0%	0 0%	1 9%	3 27%	7 64%	4.55

Discussion of Dog Relationship and Perception Scale

Data from the Dog Relationship and Perception Scale indicates the inmate trainers overwhelmingly liked having a training dog and working in the training program, liked to talk to their dog, learned responsibility and skills as a result of working in the program, and wanted to continue in the training program based on the highest mean ratings in Table 3.1. Based on the mean responses of 4.82 and 4.73, inmate trainers indicated they like to play with their dogs, like their dogs, feel their dogs like them, and will miss their dogs when they leave the facility. This supports the very positive feelings inmate trainers have about their dogs. Inmate trainers recorded mean ratings of 4.36 on the scale in two areas: (a) the dog helping inmate trainers feel calm, and (b) the dog helping inmate trainers with their behavior. The researcher sensed some defensiveness when the question on behavior was read. Several of the inmate trainers stated they did not have behavior problems. In addition, the question regarding the dogs helping inmate trainers feel calm was answered by several as part of the time yes, but part of the time the dogs made them feel the opposite when they were frustrated with the dogs for not obeying.

Findings in Relation to Research Questions

Research Question 1: What are the perceived outcomes of incarcerated males participating in a canine training program?

The overall research question is largely satisfied by the findings reported under each of the following five research sub questions:

Research Sub Question 1: How do the inmates describe their experiences with the canines?

Under the theme of positive emotional outcomes, inmate trainers described the findings of social support received from working with the dogs in terms of nurturing the dogs; the dogs providing companionship; giving love to and receiving love from the dogs; the emotional bonding which developed between inmate trainers and dogs; the dogs providing friendship and helping inmate trainers stabilize their emotions; and giving physical touch to and receiving physical touch from the dogs. Second, inmate trainers described the sense of pride they felt when the dogs obeyed and executed their commands, and ultimately when the dogs graduated. Third, a few inmate trainers discussed their feelings of giving back to society for the crimes they committed through their work in the dog training program to help others. Fourth, inmate trainers reported the dogs provided them the tools or opportunity to work on and improve personal patience. Fifth, the inmates reported feeling better about their self-esteem as a result of working with the dogs in the training program. Finally, some inmate trainers discussed how working with the dogs made them feel more human. The inmate trainers described the only emotional concern of working with the dogs was the strong attachments they made with the dogs and difficulties they experienced giving up their dogs.

Under practical outcomes, inmate trainers described the amount of responsibility required to train dogs and how the training helped them to be more responsible. Inmate trainers discussed the positive changes in the prison environment as a result of having the dogs and the training program in the prison. The prison environment was described as more friendly and calm when the dogs were present. Inmate trainers described working with the dogs gave them the opportunity and desire to help another human being. Inmate

trainers explained by working with the dogs they learned to set and execute goals. Goals were required to help the dogs master the number of commands required to graduate.

Some minor practical concerns about working with the dogs in the training program were described by inmate trainers: These included (a) the overwhelming amount of responsibility required twenty-four hours a day, seven days a week, and (b) the frustration and anger they experienced when other inmates harassed the dogs or fed them table food.

Research Sub Question 2: In what ways do the inmates behave or interact with the canines?

The researcher conducted many personal and video-taped observations of the inmate trainers with their dogs and concluded they behaved and interacted positively and affectionately with their dogs. The researcher describes this interaction and behavior in the same manner good parenting would be displayed. The inmate trainers used constant encouragement, praise, affection, and physical touch when the dogs obeyed and executed their commands. Play was also used as a tool to train and bond with the dogs. Likewise, the inmate trainers firmly reprimanded the dogs when they did not obey. Working with the dogs allowed the inmate trainers the opportunities to use positive physical touch with another living being which is otherwise discouraged in a male prison environment. Several times during training sessions, the inmate trainers even referred to their dogs as their babies.

Research Sub Question 3: What are the perceived outcomes for inmates working with the canines in the training program?

The data from current and former inmate trainer, non-trainer, and staff

interviews, observations, and video tapes indicated the inmate trainers perceived outcomes of working with the dogs in the training program provided both positive emotional and positive practical benefits. All of the participants in the study indicated working with the dogs in the training program provided some type of positive emotional outcome, and a majority of inmate and staff participants indicated this also provided some type of practical benefit.

Research Sub Question 4: What are the staff perceptions of the canine training program outcomes?

The researcher conducted one interview with each of the five staff members who participated in the research study. Due to the supervisory demands of staff members and prison security, time spent with staff members was not extensive. The majority of the staff members described some positive emotional outcomes of working with the dogs in the training program. All of the staff members interviewed described some positive practical outcomes of inmates working with the dogs in the training program. As the data indicates, the overall perception of staff members about the canine training program was positive.

Research Sub Question 5: What observations does the researcher have concerning the canine training program and perceived outcomes for inmates working with the canines?

The researcher came to several conclusions through hours of observations in the field, video-taping, interviews, and conversations with current and former inmate trainers, non-trainers, and staff members. The researcher viewed the canine training program as basically the tool which allowed the inmate trainers to work with the dogs. The work with the dogs was the key to providing the positive emotional and

practical benefits for the inmate trainers. The researcher witnessed the positive emotional theme of dogs providing social support through reciprocal acts of love and affection between the inmate trainers and their dogs. The desire to help others was consistently expressed in both word and action to the researcher by the inmate trainers. Through frequent conversations and observations, the researcher witnessed the sense of pride and positive self-esteem the inmate trainers felt when their dogs obeyed and executed their commands. Observations of acts of patience over and over again occurred when the inmate trainers repeatedly worked with their dogs until they mastered the commands. On a more emotional level, the inmate trainers expressed working with the dogs helped them feel more humanized and provided a feeling of self-forgiveness or giving back for the crimes they committed.

The researcher believes the amount of responsibility required to train a dog 24 hours a day, seven days a week, plus the setting and execution of goals molds the inmate trainers into a more responsible, purposeful individual. The researcher observed the outcomes on behavior when inmate trainers broke facility rules and were removed from the program. Many of the inmate trainers expressed the self-monitoring of their behavior through participation in the training program. A few of the inmate trainers described how they plan to use the skills they learned from training their dogs in the employment sector when they are released from prison. The final practical outcome observed by the researcher and discussed by inmate trainers and staff members was how the presence of the dogs in the facility changed the prison environment. The researcher observed “big tough guys” who became happier, childlike, and friendly in the presence of the dogs. In summary, the presence of the dogs in the facility allowed inmates and staff

members to openly and safely express what would normally be considered weak emotions in a prison environment.

Chapter Summary

This chapter provided an in-depth description and understanding of the perceived outcomes for inmates of working with dogs in a canine training program in a male correctional facility from five participant perspectives: (a) current inmate trainers; (b) former inmate trainers; (c) inmate non-trainers; (d) staff members; and (e) the researcher. The previous discussion reveals two major themes which emerged in the study: (a) there were positive emotional outcomes for inmate trainers who worked with the dogs in the training program, and (b) there were positive practical outcomes for inmate trainers who worked with the dogs in the training program. Under each of these themes, several findings emerged which were discussed comprehensively in this chapter. Based on collected data from inmate and staff interviews, new inmate orientation, dog graduation, video-taping of training sessions, and researcher observations, the researcher concludes the majority of inmate and staff participants in the study view working with the dogs in the training program as positive and beneficial for inmate trainers, the prison, and the greater community.

The task of analyzing the findings was to produce a holistic, integrated synthesis of the data. The researcher faced the challenges of collecting, analyzing, and reducing large amounts of data to discover dominant themes, and developing a method of communicating the meaning of the data with consideration to the intent of the study. The researcher recognized the subjective nature of studying and analyzing humans and

assigning meaning to the collected data. It is noteworthy to mention the researcher used six procedures to address verification of the study: prolonged engagement in the field; triangulation of data: researcher attention to bias in the study; participant checks for accuracy of data; providing a detailed description of the case; and using an external consultant to examine research process and findings. These procedures assisted the researcher in achieving a better understanding of the participants' perspectives and increase the credibility of the findings to improve the strength of the study. In summary, this chapter is a discussion of how the researcher understood and made sense of the data, analyzed the data, and attached meaning to the data.

Chapter 5 – Conclusions and Recommendations

Summary

The purpose of this within-site qualitative case study was to describe and understand the perceived outcomes of a canine training program in a male correctional facility from five participant perspectives: (a) current inmate trainers, (b) former inmate trainers, (c) inmate non-trainers with no involvement in the training program, (d) staff members, and (e) the researcher. First, this final chapter briefly restates the research problem, revisits the limitations of the study, and reviews the methodology used by the researcher. Second, this chapter presents conclusions, discussions, implications, and recommendations for further study based on the literature review and the data collected. The conclusions from this study follow the research questions and major findings of the study which address five main areas: (a) how the inmates describe their experiences with the canines, (b) how they behave or interact with the canines, (c) the perceived outcomes for inmates from working with the canines, (d) how the staff views the canine training program, and (e) how the researcher perceives the canine training program and inmates' work with the canines. These five areas answer the overall research question: What are the perceived outcomes of incarcerated males participating in a canine training program. Finally, the researcher provides an overall reflection of this study.

The Research Problem

Using animals therapeutically with special populations is a promising curative approach; however, limited studies linking the therapeutic use of animals in correctional facilities can be found in journals. Most reported accounts of using animals in correctional facilities are anecdotal. Traditional prison programs are viewed by the public

and correctional staff as places of punishment, not rehabilitation. If the goal of correctional facilities is to rehabilitate inmates, programs need to be designed to address the human needs of inmates. Animals can potentially provide rehabilitative interventions with inmates to address these human needs.

Limitations of the Study

The researcher discussed potential limitations of the study in chapter 1 of this dissertation. At the completion of this study, the researcher reflected on the limitations which were evident during the study. A brief discussion of each limitation and the manner in which the researcher addressed each limitation follows:

1. Observer effect was evident at times during video-taping in the dog yard. Some of the inmate trainers appeared anxious and uncomfortable in the presence of the camera. When the researcher conversed with the inmate trainers during taping, the effect diminished. The researcher did not observe this effect when the inmates were audio-taped during the initial and closing interviews. Conversations with the researcher appeared to calm the inmates when they were either audio or video-taped.
2. Since the interviews relied on self-disclosure of inmates and staff, results of this study were limited to the extent the interview responses were honest and accurate.
3. The participants in the study may not be representative of the prison population. Inmates in the dog training program were required to have positive disciplinary records; however, the inmate trainers were not disciplinary free. There were several situations during the study when inmate trainers received disciplinary referrals and were removed temporarily from the program. The researcher did not include the reasons inmate trainers were incarcerated in the research study; therefore, it is

difficult to determine whether or not the inmate trainers were representative of the prison population in terms of length of incarceration and reasons for incarceration.

4. The analysis of the data may have been limited by researcher subjectivity and potential bias regarding the researcher's personal use of a therapy dog.

Recognizing these limitations, the researcher took measures to reduce their effect. First, the researcher spent prolonged time in the field to develop a genuine, trusting, and accepting relationship with the inmates and staff in the study. The researcher made a conscious attempt to create a research environment conducive to honest and open dialogue with the inmates and staff. The researcher conversed with inmate trainers during video recordings to help inmate trainers feel more comfortable and relaxed. The researcher believes this environment addressed the subjectivity of the researcher and the self-disclosure of participants in the study. Second, in order to address the population representation the researcher used triangulation of data from several sources to check for consistency of themes and findings. Finally, the researcher was aware of potential bias and made a concerted effort to maintain a neutral position throughout the study. Finally, the researcher studied both positive and negative aspects of inmates working with the dogs in the training program to address potential bias in the study.

Review of Methodology

The researcher used a qualitative case study method of inquiry for this dissertation study. A qualitative approach enabled the researcher to enter the subjective world of the study participants and gather in-depth words, pictures, observations, and perceptions. The researcher received approval to conduct the research study from the KSU Internal Review Board, the warden of the correctional facility, and the Kansas

Department of Corrections. The research was conducted at a high medium correctional facility. Prior to any collection of data, informed consent and media access permission was gained from each participant in the study. Data collections methods included: (a) tape-recorded individual in-depth interviews with current inmate trainers, former inmate trainers, inmate non-trainers, and staff members; (b) video-recorded dog training sessions, dog graduations, and new inmate orientation; (c) researcher observations; and (d) administration of a researcher-developed dog relationship and perception scale. The researcher used several procedures to increase verification of the study: (a) prolonged time in the field by the researcher, (b) triangulation of data, (c) attention to potential researcher bias, (d) participant checks, and (e) detailed description of the case. Finally, the researcher addressed the ethical issues of the study by protecting the identity of research participants, addressing confidentiality, and securing data.

Discussions

Discussion of the major themes, findings, and conclusions drawn from this study in relation to the research question and five sub questions are described in the subsequent section of this dissertation. The researcher answers the following overall research question through a discussion of the research sub questions: the perceived outcomes for incarcerated males of participating in a canine training program. This discussion concludes with the researcher's recommendations and final reflections.

Two Major Themes of the Study

Two major themes emerged from this study:

1. The majority of current and former inmate trainers, inmate non-trainers, and staff members in the study indicated working with the dogs in the training program

provided positive emotional outcomes: These included (a) providing social support for inmate trainers, (b) instilling a sense of pride in the inmate trainers for their ability for train the dogs, (c) increasing inmate trainers' personal patience, (d) improving inmates trainers' positive feelings about themselves or their self-esteem, (e) providing inmate trainers with a feeling of giving back to society for their crimes by allowing them to train dogs to help others, and (f) helping inmate trainers feel more humanized and connected to the outside world through their work with the dogs in the training program.

2. A majority of current and former inmate trainers, non-trainers, and staff members described the theme of the positive practical benefits of working with the dogs in the training program. These practical benefits included the following: (a) increasing personal inmate trainer responsibility, (b) the presence of the dogs making the prison environment more positive, (c) giving inmate trainers the opportunity to help others, (d) helping inmate trainers learn to set and execute goals, (e) inmate trainers acquiring employability skills, and (f) providing positive behavior motivation and reinforcement.

Research Sub Question 1: Trainers' Descriptions of Experiences

First, trainers described the social support received from working with the dogs in terms of fulfilling their desire and opportunity to nurture the dogs; receiving friendship and companionship from their relationship with the dogs; giving and receiving love, physical touch, and emotional bonding with the dogs; and helping inmate trainers stabilize their emotions in a healthy manner. Second, the inmate trainers discussed the pride they felt when their dogs were successful in mastering commands and graduated. Third, a few inmate trainers stressed the importance of the feeling of giving back to society for the crimes they had committed as a result of their work with the dogs. Fourth,

inmate trainers reported the dogs taught them how to be more patient individuals. Fifth, inmate trainers reported feeling more positive about themselves as a result of working with the dogs in the training program. Finally, inmate trainers reflected on the self-humanizing aspect of working with the dogs. Working with the dogs appeared to connect them with the world outside the prison walls.

Positive practical outcomes gained by working with the dogs were described to the researcher through current, former, and non-trainer inmate initial and closing interviews; staff interviews; and researcher observations. As a result of the amount of responsibility required to keep and train a dog, the inmate trainers reported becoming more responsible individuals. The second positive practical outcome of having the dogs in the correctional facility as changing the prison environment to a more calm and friendly atmosphere were also described in the interviews. The third positive practical outcome inmate trainers explained was how working with the dogs allowed them the opportunity to help another living being. The final positive practical outcome described by inmate trainers was the use of goal setting and goal execution required by inmate trainers to help their dogs master the necessary commands required to graduate. Two minor reported positive practical outcomes of working with the dogs were described by inmate trainers were employability skills gained, and behavior improvement and motivation.

Research Sub Question 2: Behavior and Interaction with the Dogs

Based on hours of observations and interviews, the researcher described the behavior and interaction of inmate trainers with the dogs as a model of good parenting skills. The inmate trainers used positive reinforcement through encouragement, praise, affection, and physical touch to help the dogs obey and master the commands. Likewise,

the inmate trainers used firm reprimand when the dogs did not obey the commands.

Research Sub Question 3: Perceived Outcomes of Working with the Dogs

Data gathered from personal interviews and observations of current inmate trainers, former inmate trainers, inmate non-trainers, and staff members indicated working with the dogs provided both positive emotional and practical outcomes. Emotional and practical outcomes of working with the dogs were comprehensively discussed under research sub question 1.

Research Sub Question 4: Staff Perceptions

The majority of staff members described some type of positive emotional outcome and all staff members described some type of positive practical outcome for inmate trainers as a result of working with the dogs in the training program. Overall, staff perception of the training program was very positive.

Research Sub Question 5: Researcher Perceptions

The researcher contends the existence of the canine training program in the correctional facility allowed the inmate trainers to work with the dogs. Working with the dogs was the key element which resulted in positive emotional and practical outcomes for the inmate trainers.

In summary, the perceived outcomes of using a canine training program with incarcerated males provides both positive emotional and practical outcomes. Finally, the researcher offers recommendations based on findings of this study and the researcher's professional experience in the area of using animals with humans, specifically in correctional facilities.

Recommendations

The researcher offers recommendations connected to this study based on data analysis, findings, and conclusions of this research study. Recommendations include those for the following: (a) prison administration, (b) the general public, and (c) further research based on findings of the study.

The researcher also offers professional recommendations based on the researcher being immersed in the study, the researcher's professional judgment, previous professional experience, and interaction with the inmate dog trainers in the study.

Recommendations Based on Findings

Administrators of correctional facilities and the general public should consider the following:

1. Administrators should foster increased awareness among all correctional staff members and the general public regarding positive correctional programs like the dog training program.
2. At the same time, administrators should support, through commitment and resources, programs in correctional facilities which allow opportunities for inmates to engage in public service work, which in turn gives inmates opportunities to help others and give back to the greater community. Inmates gain self-knowledge by working with the dogs which enables them to reconnect with society in ways other inmates not involved in the training programs cannot.
3. The general public should publicly acknowledge inmates for the positive work they do in correctional facilities. If correctional facilities can return inmates to society

who feel more positive about their personal contributions through helping others, these inmates can potentially rejoin society as more productive, positive individuals and hopefully not re-offend.

4. The researcher recommends studies be conducted to examine the effect of dog training programs on recidivism. Data on recidivism were not collected for this dissertation study. Longitudinal studies would need to be conducted to assess recidivism rates of inmate dog trainers as compared to control groups of inmates with no involvement in dog training programs.

5. The researcher recommends studies be conducted to examine the relationship between inmate background information and participation in the dog training program.

6. The researcher recommends more in-depth studies be conducted with correctional staff to determine the effect of staff attitudes toward the dog training program on outcomes of the program for inmate trainers.

7. The researcher recommends studies be conducted to further examine those outcomes which were reported by inmate trainers in a very limited amount.

8. Instruments should be developed and administered to measure the emotional and practical findings of this study. Further quantitative research could potentially provide concrete evidence of positive outcomes of prison dog training programs. The results gathered from quantitative studies can be used by current programs for evaluation.

9. In addition, the general public should understand the rehabilitative aspects of inmate dog training programs and reject the opinion that allowing dogs in the prison is a luxury the inmates do not deserve.

10. The researcher recommends further studies be conducted to gain a more comprehensive understanding of the positive outcomes of dog training programs in correctional facilities. Finally, research needs to be completed to examine the efficacy of animal-assisted activities with special populations such as the elderly, children, and the mentally ill.

11. Qualitative and quantitative research examining the range of influence animal contact has on humans at large and at risk, both physically and mentally, needs to be completed to add to the existing body of research on the human-animal bond and benefits of using animals with humans.

Professional Recommendations from the Researcher

Recommendations for administrators of correctional facilities, the general public, and further research using animals with humans should consider the following:

1. Administrators should implement and financially support a study using group counseling programs for inmate dog trainers based on a cognitive behavioral model where trainers discuss and process their experiences working with the dogs. A group counseling intervention could focus on inmate participation in the canine training program, and teaching personal coping skills to dog trainers they can use in the correctional facility and later when they are released to society.

2. Correctional facility administrators should develop ongoing formal evaluations of dog training programs to examine aspects of the programs which need to be added, revised, or deleted. Inmate trainers need to be an essential component of the evaluation process by giving personal and group feedback concerning the programs.

3. Correctional facility administrators should embrace and adopt a rehabilitative

focus for inmates. Rehabilitation appears to be more cost effective than simply housing inmates. Correctional facilities should address the issues which contributed to incarceration and hopefully prevent inmates from returning to prison.

4. Funding should be allocated for the development and expansion of future and current dog training programs in correctional facilities.

5. Correctional facility administration should use dogs as adjuncts in other training programs which develop inmates' vocational skills, improve reading literacy, and provide educational certification in animal care and training. Education can potentially improve inmates' chances of success when released to society which can potentially improve recidivism rates.

6. The general public should adopt a rehabilitative view of correctional facilities and discard the typical view of prisons solely to house those who have broken the law. The majority of inmates have release dates and will eventually return back to the greater community. Adopting a rehabilitative focus will help integrate more productive, mentally healthy inmates into society.

Researcher Reflections and Implications

As this researcher comes to the conclusion of the study, it is critical to personally reflect on the journey through this dissertation process. Prisons are institutions of social and emotional exclusion. The general public views prisons as places of punishment, where inmates are kept at a distance, their existence within the walls of the prison removed from humanity outside the walls and curled barbed wire fences. This detachment from society dehumanizes incarcerated individuals and separates them almost completely from the outside world. While basic needs are provided in prison settings,

attention to human social needs are often neglected or unsatisfied. Inmates are judged by their fellow members of society, with little opportunity to either explain or atone themselves. The researcher would be remiss if emphasis on the many serious, hurtful and sometimes inconceivable mistakes which led to inmates' incarceration were not mentioned. Individuals on the outside who were the victims of these mistakes may never experience emotional stability or forgiveness; however, some inmates truly want to make amends and be better persons. One inmate emotionally captures the meaning of rehabilitation in the following reflection:

Some don't feel we should have joy in here. They believe we should be punished in here. Our punishment is coming to prison. Let's try to find what we can do to correct ourselves so we don't make the same mistake and need to be punished again. Don't punish us. (Former Inmate Trainer 9)

Prison dog training programs are a promising intervention which allows discouraged individuals to view life in a new, positive manner. Through the process of training dogs, inmates are rehabilitated. Dogs have the ability to re-humanize inmates and help them discover their capacity for responsible, functional, caring behavior, and achievement of goals.

It is the hope of this researcher as inmate trainers learn to care for and respect the dogs they train, this same care and respect will transfer to other humans inside and outside of the prison walls. This dissertation study supports the researcher's findings that inmates who are willing to change can be assisted by animal interventions to lead more positive and productive lives. It is also important for society to acknowledge and support those incarcerated individuals who truly want to change. Finally, it is the hope of this researcher the findings from this study will not only add to the body of existing research, but also translate into support for the continuation, revision, expansion, and

development of similar animal training programs in correctional facilities.

In closing, one current inmate trainer shares his thoughts on the importance of research in the area of prison dog training programs:

By people reading this research study and understanding what we do and understanding we have compassion and work ethic, I hope they will be more willing to sit down with other former inmates and give them a chance and view them as a person and what they can do and not by what they've done. (Inmate Trainer 1)

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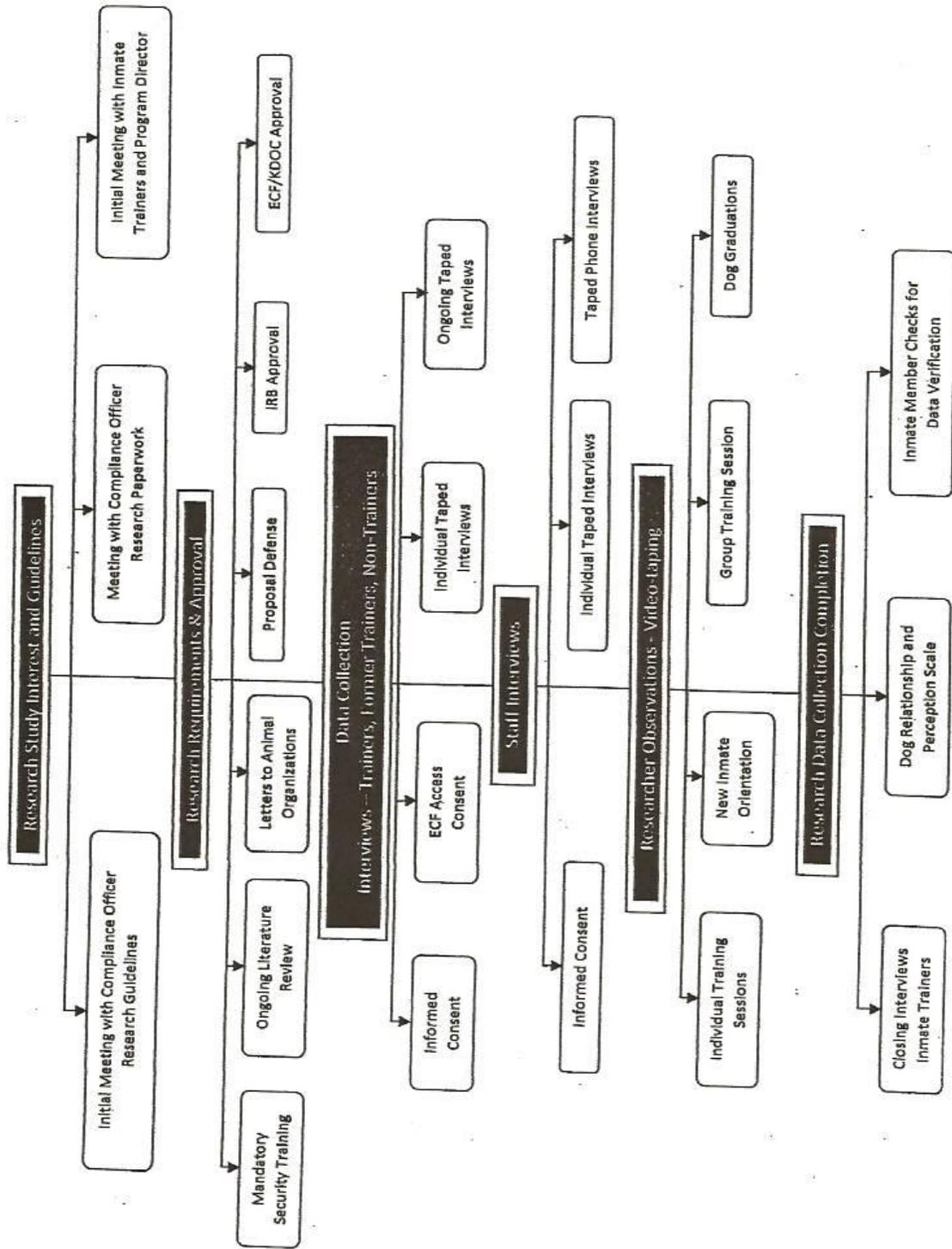
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Appendix A – Research Study Flowchart



Appendix B – Research Study Schedule

Date	Time	Activity
April 1, 2008		Initial phone contact with ECF Canine Training Program Director Meeting scheduled
April 8, 2008	7:30 a.m. – 9:00 a.m.	Met with Compliance Officer at ECF
April 18, 2008	2:00 p.m. – 4:30 p.m.	Met with Compliance Officer to obtain paperwork for study Met with Canine Program Director and inmate trainers, toured facility
April 22, 2008	8:30 a.m. – 9:30 a.m.	Letter drafted to Warden Goddard to gain support for research study
April 23, 2008	10:30 a.m. – 12:00 noon	Proposal Defense at KSU Approval of research proposal
April 26, 2008	8:00 a.m. – 12:00 p.m.	Completed volunteer security training at ECF
May 13, 2008	10:30 a.m. – 1:00 p.m.	IRB meeting and approval at ECF and tour of facility
June 9, 2008		Phone and e-mail verification of approval of research study from KDOC
June 16, 2008	8:30 a.m. – 4:30 p.m.	Initial interviews for Inmates #1, #2, #3, #4
June 17, 2008	8:30 a.m. – 12:30 p.m.	Initial interview for inmates #5 #6,
June 18, 2008	7:30 a.m.	Lockdown at facility Traveled to Salina and received phone call and returned home
June 19, 2008	8:30 a.m. – 11:00 a.m.	Initial interview with former trainers #7, #8, #9
June 23, 2008	9:30 a.m. – 11:30 a.m.	Initial interview with non-trainer #10, #11, #12
June 25, 2008	8:30 a.m. – 11:30 a.m.	Interview with staff #1, #2, #3

June 26, 2008	9:00 a.m. – 11:30 p.m.	CARES Graduation
June 30, 2008	8:30 a.m. – 10:30 a.m.	Taped observation in dog yard
July 1, 2008	7:30 a.m. – 11:45 a.m.	Taped observation in dog yard
July 2, 2008	7:45 a.m. – 11:30 a.m.	Taped observation in dog yard
July 3, 2008	7:45 a.m. – 10:00 noon 10:00 a.m. – 11:30 a.m.	Taped observation in dog yard Taped observation in SPL of New Inmate Orientation
July 6, 2008	7:45 a.m. – 10:00 a.m.	Taped observation in dog yard
July 7, 2008	7:45 a.m. – 10:00 a.m.	Taped observation in dog yard
July 8, 2008	7:45 a.m. – 10:00 a.m.	Taped observation in dog yard and SLC
July 9, 2008	8:00 a.m. – 12:30 p.m.	Taped observation in dog yard, SLC, and Building 3 Seven new trainers added
July 10, 2008	7:45 a.m. – 11:30 a.m.	Initial interviews for new trainers #13, #14, #15, #16, #17, #19
July 14, 2008	8:15 a.m. – 12:30 p.m.	Initial interviews for new trainers #20, #21, re-interview #3 Taped observation in dog yard and SLC
July 21, 2008	8:15 a.m. – 11:30 a.m.	Taped observation in dog yard
July 25, 2008	7:45 a.m. – 12:30 p.m.	Taped observation in dog yard Initial interview for new inmate #22
July 26, 2008	9:00 a.m. – 11:30 a.m.	CARES Graduation
July 31, 2008	7:30 a.m. – 11:30 p.m.	Closing interviews for inmates #4, #5, #19, #20, #21
August 1, 2008	7:30 a.m. – 11:30 a.m.	Closing interviews for inmates #6 #17, 22

August 4, 2008	8:00 a.m. – 11:00 a.m.	Closing interviews for inmates #2, #3
August 5, 2008	8:15 a.m. – 12:30 p.m.	Closing interviews for inmates #1, #3, #19
August 21, 2008	8:00 a.m. – 10:30 a.m.	Closing interviews for inmates #13, #15 Field notes at training session in SLC
August 28, 2008	8:00 a.m. – 10:00 a.m.	Closing interviews for inmates #16, #18,
October 2, 2008	9:00 a.m. – 2:00 p.m.	CARES Graduation Interview with staff #4
October 9, 2008	11:00 a.m. – 11:45 a.m.	Phone interview with staff #5
October 14, 2008	11:45 a.m. – 5:30 p.m.	Meeting with Warden and Compliance Officer, member checks with inmates #1, #2, #3, #4, #6, #7, #12, #17, #19, #20, #21, #22
October 22, 2008	10:30 a.m. – 11:30 a.m.	Member checks with inmate #5 at El Dorado Correctional Facility

The above schedule does not include e-mail and telephone correspondence with prison, KSU, and KDOC officials.

Appendix C – Letter to Organizations



WICHITA STATE UNIVERSITY

Department of Counseling, Educational & School Psychology

Human-Animal Bond Association of Canada
RR3,
Powassan, Ontario,
Canada POH 1Z0
(705) 724-6417

Dear Sir/Madam,

My name is Nikki S. Currie, Assistant Professor, Counseling, Educational and School Psychology, at Wichita State University, Wichita, Kansas. My research area focuses on Pet or Animal Facilitated therapy or training programs in correctional Institutions. I would appreciate it if you can help me in sending any literature or information on your organization which might help me in my research project.

Thank you for your assistance. I look forward to receiving any literature or information on your organization.

Sincerely,

Nikki S. Currie,

Assistant Professor,
Counseling, Educational and School Psychology,
Wichita State University,
1845 Fairmount,
Hubbard Hall 314,
Wichita, KS 67260-0123.

**Appendix D – Kansas Department of Corrections
IMP 06-101 Attachment A
Research Proposal**

RESEARCH PROPOSAL

- I. Title of Study: A Case Study of a Canine Training Program with Incarcerated Males
 - A. Name of Author(s):
 - Dr. Fred O. Bradley – Principal Investigator (faculty advisor)
Kansas State University Professor
Ph.D. , Special Education, Counseling & Student Affairs
(785) 532-5937

 - Nikki S. Currie – Co-Investigator (on-site researcher)
Kansas State University, Doctoral Student, Counselor Education and Supervision, M.S. School Counseling, Licensed Professional Counselor (L.P.C.), National Certified Counselor (N.C.C.)
(785) 822-2604
- II. Timetable for the dissertation study:
 - Training at Ellsworth Correctional Facility – April 26, 2008 – 8:00 a.m.
 - Research study data collection: April 30, 2008 through June 30, 2008
 - Write dissertation and defend: July – December, 2008
 - Write articles for publication – January – May 2009
- III. Personnel needs
 - Director of program: 1 hour interview
 - Two staff members: ½ hour interview each
 - Staff supervision during training: this would not be additional as the director is present during the training
 - Staff supervision during individual interviews with inmates outside of interview room (this is in place where security personnel are in a room directly outside interview room)
- IV. Materials needed for project: researcher will provide audio and video recording equipment, surveys, and office supplies at no cost to facility
- V. Project Design
 - A. Introduction

1. Statement of the Problem

The use of therapy and assistance canines with special populations of individuals is becoming increasingly popular because it offers an alternative intervention approach. Numerous anecdotal articles have been written that describe the therapeutic use and benefits of canines in facilities with various populations; however, limited studies that link the use of canines therapeutically with inmates in correctional facilities can be found in journals. The difficulty is not with those who use and believe in animal-assisted therapy and animal training programs. The challenge is with providing support for animal-assisted interventions. The efficacy of using assistance and therapeutic animals is not substantiated due to limited empirical research in this area (Fine, 2006). Studies have not thoroughly examined whether the positive results of animal-assisted interventions and therapy are due to the animal, its handler, or simply to novelty (Hart, 1997).

As the pattern of using therapy and assistance canines and canine training programs emerge, quality research in this area is needed to support the anecdotal articles, observe the human animal bond, and describe the effect on problematic behaviors and attitudes of at-risk individuals. A 1997 study that involved the use of pet therapy with children by Heindl (as cited in Chandler, 2005), resulted in no significant changes in self-concept in the participants; however, changes did occur in problematic behaviors.

2. Review of Literature

To understand the impact of therapy and assistance animals with humans, first it is important to discuss the evolution of companion animals. Historically, relationships between owners and their pets have developed; however, relationships apart from that of

the owner-pet are producing promising effects (Crawford & Pomerinke, 2003). It is not known when man began to use companion animals. What is known, is that animals have had an important role with humans (Levinson & Mallon, 1998).

From the late 1700's to the early 1800's, an English institution and a German medical center for epileptics used animals as helpers for humans in distress (Soave, 1998). Purposefully teaching mentally ill patients how to care for pets was an intervention used by The York Retreat in England during the middle of the 18th century (Levinson & Mallon, 1997). Approximately 200 hundred years passed before notation on the successful use of animals reoccurred (Levinson & Mallon, 1998). Animals were used with prisoners in the 1900's for emotional support and to instill a sense of accomplishment in their ability to care for and train animals. They are still used today for the same purpose, in facilities like The Ellsworth Correctional Facility where the co-investigator's therapy dog was trained. During the initial dog training, the co-investigator visited the facility and observed firsthand the dog's use in providing support and self-esteem for inmates. It was concluded during the 1970's that both humans and animals benefited from a mutual relationship. (Soave, 1998).

According to Soave (1998), professionals in the health care field observed that humans need animal companionship. As a result, the use of companion animals occurred with heart disease patients, mentally retarded, depressed, disturbed and handicapped individuals, and patients following surgery to aid in recovery. From this use, terms such as *pet-facilitated therapy* and *human-animal companion* arose (Soave, 1998).

Historically, the use of dogs has served a variety of purposes: tracking, trailing, law enforcement, guard duty, military use, helping the hearing and sight impaired,

assisting disabled individuals, for social reasons, and finally providing therapy for individuals (Soave, 1998). There are four types of assistance dogs: service dogs for individuals in wheelchairs; specialty dogs trained to assist persons with two or more disabilities; social dogs for individuals whose disabilities prevent the use of a service dog; and therapy dogs to provide comfort, companionship and therapy to individuals in need (Soave, 1998). This study will focus on a training program that provides dog for all of the above purposes.

According to a recent survey of American families with school-age children by the Humane Society of the United States (as cited in Fine, 2006), about 75% of the families surveyed had a minimum of one companion animal. With the prevalence of companion animals in the United States, it is natural to assume they are beneficial to families; therefore, what benefits do animals provide? One can informally observe an increase in social interaction between acquaintances and strangers when a canine is present. Rogers, Hart, and Boltz (as cited in Hart, 1997) studied dog walkers and their dogs regarding conversations with their dog and people they met while dog walking. The results showed that dogs played an instrumental role as both conversational partners and stimulators of conversation with passersby. According to advocates of animal-assisted therapy (Myers, 2007; Soave, 1998), animal contact benefits humans in many ways:

- Providing friendship and someone to talk to without arguing or disagreeing;
- Helping develop responsibility in humans through performing specific duties;
- Providing companionship when lonely;
- Educating others regarding nature;
- Instilling trust and providing affection without rejection;

Helping the disabled;

Protecting; and

Providing humans with a sense of being needed.

Observations of animals with children in counseling settings have produced positive results. The documentation of a therapy dog calming a violent adolescent when other methods have failed is promising. Observations of children lying on a therapy dog sharing their grief are touching. Behavior interventions with children to earning time with a therapy dog as a motivational tool for following their behavior contracts are exciting. Instances where a mentally challenged child talked to a therapy dog when the child previously refused to speak are encouraging. Regardless of the contact setting, animals can affect humans in positive ways (Soave, 1998).

Animals in Counseling

Animal-assisted therapy in counseling (AAT-C) and animal-assisted therapy (AAT) are terms used synonymously. One of the most common uses of animal-assisted therapy has been with the elderly, even though the intervention has been implemented with various other groups (Hart, 1997). Canine-assisted therapy in counseling is an intervention for individual children where a dog periodically visits rather than attends school daily (Chandler, 2005; Jalongo, 2004). Therapy dogs and their handlers are required to have extensive training individually and as a team. Once the training is completed, the animal and handler must pass a public access test to make sure they are able to successfully work in different settings together as a team (Jalongo, 2004). The use of canine-assisted therapy in counseling occurs in schools, hospitals, agencies and private practice. It is preferable for counselors to work as a team with their own dog

which has been licensed (Chandler, 2005). Handlers know their own dogs well and understand their emotions, making behavior more predictable. The healthy relationship between counselors and their dogs can serve as a model on building trusting, positive relationships with clients (Chandler, 2005).

Davis (2002) notes that therapy dogs produce positive changes in people who have contact with them. It is difficult to identify specifically how a therapy dog assists a person, but it is evident when these changes occur. According to Davis (2002), therapy dogs are beneficial in the following ways:

Cooperative therapy dogs model cooperation to others;

Therapy dogs can communicate to those difficult to reach;

The universal need for physical touch is met by therapy dogs;

A therapy dog can be used as an incentive or motivator;

Therapy dogs provide social stimulation;

A focal point is provided by a therapy dog; and

Morale and depression can be improved by a therapy dog's presence;

Crawford and Pomerinke (2003) documented progression in therapy when animals were used with clients that did not want to be in counseling or who were not making adequate progress. Personal stories have been shared of children who learned to walk with the use of a dog; angry adolescents being calmed when a therapy dog is introduced; depressed people opening up after contact with a therapy animal; and individuals who have experienced severe loss being able to tell their sad story to a therapy animal. Robin et al., 1983, (as cited in Serpell, 1997), studied the attachment that juvenile delinquents have to their pets. Conclusions showed that pets filled a

conversational and emotional void for these individuals. The above listed reasons are just why animals are being used as helpers in a variety of settings with humans to provide a therapeutic element.

The use of animals has even been extended to animal-assisted reading mentor programs to improve literacy skills and reading enjoyment (PAWS, 2007). The animal handler and companion animal facilitate reading by serving as reading mentors to children who otherwise are intimidated to read aloud or do not enjoy reading. Animals will not make fun of a child who mispronounces a word or stutters while reading. The animal just listens and waits patiently for attention.

Animals are being used in hospitals to help children to aid in recovery, self-esteem and healing. Animals in a proposal by McGuirk (2001) were introduced to hospitalized children first by sight and then touch to aid in their recovery. This was later extended to individual sessions with therapists or psychologists. In summary, animals fulfill a basic human need by offering unconditional love and affection (Rivera, 2004). Frequently, children from dysfunctional families or children with disabilities are avoided by others. Children from dysfunctional families are perceptive and pick up very quickly whether someone is phony or not. Animals are not phony. They are genuine and show acceptance and affection to those that give them attention. An animal's dependence on people makes them feel important, and their nonjudgmental nature makes people feel accepted. One thing that can be assured is that the animal will not tell personal things an individual has shared with him. Myers (2007) notes that the typical demands of humans using proper language and language structure are not placed on humans by animals. Animals desire to be loved and will love in return regardless of the color of skin, physical

appearance, social skills, or popularity of the giver of attention. Animals provide unconditional acceptance. An animal's relationship with a child could be described as Carl Rogers in the form of fur. It can be beneficial to clients to converse about animals or project feelings onto animals and use metaphorical discussion of feelings of animals to assist a therapist in understanding which issues are important in the client's life (Spiegel, 1989). In one anecdotal story, a companion animal "was a symbol of remembered past losses and of a march of events in young lives over which there is frequently no control" (Powers, 1992, p. 45).

Animals in Correctional Facilities

There has been an increase in the use of animals in prisons in recent years (Turner, 2007). Animals, specifically dogs have been used with inmates in correctional facilities for a variety of purposes; however, limited research is available as to the effects of using animals with inmates. Quantitative data is almost non-existent due to the typically small number of inmates and animals in the programs (Strimple, 1991). Part of the reason could be that society does not support the opportunity for inmates to show affection and love to another human being or animal (Strimple, 1991). Another reason could also be that gaining access to a prison population to do research can be a difficult project to complete.

A growing number of correctional facilities are beginning to recognize the value of using animals with inmates. By working with animals in training programs in prisons, inmates learn both vocational training and psychological rehabilitation (Strimple, 2003). Animals in prisons have the ability to change the atmosphere of the prison in addition to providing meaningful work for the inmates. Reduction of feelings of isolation and frustration have also been evidenced when animals are incorporated into correctional

facilities (Moneymaker & Strimple, 1991). In addition, the use of animals hopefully provides benefits to inmates that helps reduce recidivism rates. At the Joseph Harp Correctional Center in Oklahoma, a therapeutic program paired depressed inmates with dogs. Results of the program showed that both depression and aggression of inmates in the program decreased (Haynes, 1991). At the Kit Carson Correctional Center in Colorado, an evaluation of the service dog training program showed positive results for both inmates and staff in the facility; however, even though the use of dog training programs in prisons in the United States has increased, limited academic research has been done to document benefits to inmates (Turner, 2007).

Like many other types of pet-facilitated therapy, an abundance of anecdotal accounts from staff and inmates exist but well documented research results do not. Turner (2007) upholds that a qualitative methodology with in-depth interviews is the most appropriate for a study of this type as it allows the researcher to gain insight into the inmates' experiences and reality. A qualitative study (Turner 2007) at a juvenile correctional facility with the Indiana Canine Assistant and Adolescent Network Program produced significant findings of improvements in self-esteem, self-responsibility, social skills, and sense of accomplishment for the offenders that participated in the training program. In addition, the study described the pleasure that the offenders felt knowing that their work was helping others.

Canines provide a very important link between the prison and life outside of the prison as they provide comfort and affection to inmates that is not typically present inside the walls of a prison. For male inmates in particular, the canines in the training programs provide a socially acceptable outlet to touch and caress. Animals display unconditional

positive regard for the inmates with no interest in their past or past mistakes (Furst, 2006). A dog training program in a prison can also be viewed by the community as providing positive work for inmates, economic benefit, and giving back to society by providing trained assistance animals (Furst, 2006). In a survey of administrators of state department of corrections on prison animal programs, the most cited benefit of prison training programs was the inmates gaining a sense of responsibility from caring for a dependent animal (Furst, 2006). Despite documented benefits, there is still a need for research and follow-up of inmates who participated in prison animal training programs to determine the long-term effects.

3. Purpose of the Study

The purpose of the study will be to describe and understand the experiences of inmates utilizing a canine training program in a high medium correctional facility. A qualitative design emphasizing discovery, description and meaning will be used to gain insight into the experiences of the inmates with the canines and the perceived outcomes of the training program. A case study tradition will describe the experience. At this stage in the research, the training program will be defined generally as the use of a program that trains canines for use as either assistance, medical alert, or therapy dogs. Throughout the training, the inmates work on personal and coping skills along with personal goals and goals for their canine. The study will be done to gain an understanding of the human animal bond and also the experiences the inmates have with their canine and the perceived skills they learn. The program has a two fold purpose: training the dogs and helping the inmates.

4. Hypotheses of the Study

In a qualitative study, there is not a hypothesis, but rather a research question and related sub-questions which are as follows:

The Research Question and Related Sub Questions

What are the perceived outcomes of using a canine training program with inmates in a correctional facility?

What is the experience for the inmates participating in the canine program?

How do the inmates describe their experiences with the canines?

In what ways do the inmates behave or interact with the canines?

What are the perceived benefits and skills gained for inmates participating in the training program?

How do the trainer and staff members describe their experiences with the canines and the inmates in the training group?

What observations does the researcher have concerning the inmates and canines in the training group?

5. Identify the factors whose effects are to be studied (independent variables) and the factors on which measures will be taken (dependent variables)
 - a. Explain any proposed manipulations of independent variables (identification of any experimental treatment to be imposed).
 - b. State precisely how the dependent variable will be measured.
 - c. Explain any procedures that will be implemented to control for other variables that could intervene.

In a qualitative study, there is not an independent or dependent variable. The study will be a single, within site instrumental case study that will be used to describe the experiences and interactions between the canines and the inmates through the use of a training program while examining the human animal bond and how the inmates, director

of the training program, and staff view their relationships with the canines.. Some quantitative data through the use of interaction tallies and surveys will be collected to further describe the case. Each inmate who gives written consent to participate in the research study will be studied and described individually and as a group with their canine in addition to inmates who have been exited from the program and those who did not sign up for the program.

B. Method

1. Subjects: Identify the research subjects or study groups and describe their demographic characteristics.

Research subjects are inmates who participate in the canine training program, the director of the program, staff who have observed the program and inmates, inmates who have either exited or been removed from the program, and inmates who had no interest in signing up for the program. All subjects in the study will have a signed, written informed consent in order to participate. All subjects are free to withdraw from the study at any time without explanation or penalty.

- a. Submit voluntary informed consent agreement: (attached)
- b. Describe and attach any experimental apparatus, survey instruments, or testing instruments to be employed in the study.

Copies of the following documents are attached:

1. Initial and Closing Interview outline and questions for inmates participating in the study.
2. Interview outline and questions for the director of the dog training program.
3. Interview outline and questions for staff in the facility that have observed the

dog training program.

4. Interview outline and questions for inmates that have exited or been removed from the dog training program. (director of program will solicit interviewees for this).
 5. Interview outline and questions for inmates that have chosen not to sign up for the dog training program (director of program will solicit interviewees for this).
 6. Dog Background Chart
 7. Inmate Demographic Chart
 8. Pet Relationship and Perception Survey for inmates participating in the study
- b. Describe concisely and exactly what will be required of the participants(s); how experimental sessions with the subject(s) will be conducted; and, by whom or how questionnaires or tests will be administered.

Each participant in the study who signs a consent form will be individually given an initial and closing interview by the co-investigator of the study and audio recorded in a room in the facility with supervision by security outside the interview room. Following the closing interview, the co-investigator will read and administer the Dog Relationship and Perception Survey. Inmates will have the option to withdraw from the study at any time without explanation or penalty.

Each inmate (selected by the director of the program) that either exited from the training program or who was removed from the program and who signs a consent form will be interviewed individually and audio recorded by the co-investigator in a room in the facility with supervision by security outside the interview room.

Each inmate (selected by the director of the program) that chose not to sign up for

the training program and who signs a consent form will be interviewed individually and audio recorded by the co-investigator in a room in the facility with supervision by security outside the room.

The director of the training program, and staff members (selected by the director of the program) who have observed the inmates with the canines, who sign a consent form will be interviewed individually and audio recorded by the co-investigator in a room in the facility.

The co-investigator will video record the inmates presenting information on the training program during orientation to new inmates. Only those inmates participating in the study and who have signed a consent form will be video taped, not the new inmates to the facility.

Video taping and observation and notes by the co-investigator of public tour and presentation on the training program by inmates. Only those inmates participating in the study and who have signed a consent form will be video taped, not the public who are taking a tour.

The co-investigator will video record training sessions of inmates with the canines. Only those inmates participating in the study and who have signed a consent form will be video taped.

The co-investigator will keep a reflective journal following each interview and training session. Throughout the study, all inmates will be assigned a number and referred to only as a number in the study. Only the co-investigator will have knowledge of the identity of the inmates and will take every possible measure possible to protect the identity and name of the inmates in the study.

d. Proposed Data Analysis

1. Describe the form in which the data will be collected and exactly how data will be analyzed. Include a description of statistical testing to be performed.
2. Discuss what results would support the hypotheses, and what results would refute the hypotheses.

In a qualitative research study, statistical testing and supporting/refuting the hypotheses are not done. Qualitative research is descriptive in nature. The co-investigator will take case notes on each interview, observation, and training session with referring to the participants in the study only by number. A qualitative study will be the most appropriate for this type of study as qualitative research is utilized in a natural setting, the correctional facility where the canines are trained. Researchers examine individuals within social settings in qualitative research to seek answers to *what* and *how* questions (Berg, 1995). Qualitative design enables the researcher to gain insight into the experiences of individuals being studied (Leseho & Marshall, 1999). The researcher is an instrument of data collection in the field through the gathering of words or pictures (Creswell, 1998). Qualitative data focuses on the typical experiences of the subjects being studied (Miles & Huberman, 1994). This will allow the researcher to spend time with the inmates and canines being studied in their natural environment.

The tradition of inquiry will be a single, within site, instrumental case study methodology. In a case study, the primary focus is on developing an in-depth study of analysis of a single case or multiple cases over time. The data collection involved in a case study includes multiple sources of information, rich in context (Hancock & Algozzine, 2006). In examining what happens when a

therapeutic canine training program is used with incarcerated males, the focus will be on a single case, the inmate training group, and the study of the interaction and relationship with the canines.

When analyzing qualitative data, it is important to create and organize files for data and conduct a general review of all information by jotting down notes in margins of text and reading through all collected information to gain a sense of the overall data.

Next, the researcher will write the findings in the form of memos or reflecting notes and write summaries of field notes. Creswell (1998) emphasized the importance describing the case and its context. The next step would be to reduce the data through the use of codes or categories and to sort the text or visual images into categories. Examples of codes for data might be as follows: setting/context, situation, perspectives held by inmates and staff, inmates' way of thinking about people, process, activity, event, strategy, perspectives held by observers, and relationships. The researcher will code data by beginning with short list of five or six categories with codes and then expand the categories while continually reviewing the database until there are between 24 and 30 categories. Once this is completed, the categories will be reduced to five or six that will be used to write the end narrative.

The Dog Relationship and Perception Survey will be analyzed by the co-investigator to look at perceptions, experiences, and interactions with the canine. Noted changes will also be analyzed through observations, audio and video recordings, interviews, and field and case notes. In addition, informal observations, and journal reflections will be analyzed and interpreted.

Research Validity

Several measures will be utilized to address research validity for this qualitative study. Wolcott (as cited in Leseho & Marshall, 1999) suggests the following guidelines:

Listening more than talking;

Recording as soon as possible;

Immediately after field work, beginning rough draft;

In the final account, including primary data; and

Re-reading field notes and draft thoroughly.

According to Colaizzi (1978) and Osborne (1990) as cited in (Leseho & Marshall, 1999), the following additional measures will support the credibility of the study: having participants (inmates) read transcripts of interview to confirm accuracy; and following participants to add their statements to transcripts.

Significance of the Study

The significance of the study has a great impact on the practice of utilizing assistance dogs and dog training programs in correctional facilities, in schools, in counseling, and also with interventions with at-risk individuals. Administrators of schools and other programs have questioned the purpose of using canines in with individuals due to limited research available on the topic. The results of the study will provide needed research and information regarding the use of assistance canines with high risk populations. This information can then be used by wardens, administrators, counselors, department of corrections, mental health professionals, and residential facilities to influence either the use or non-use of assistance canines with special populations of individuals depending on the outcome of the study.

**Appendix E – Kansas Department of Corrections
IMP 06-101 Attachment B
Access Request**

ACCESS REQUEST AND NON-DISCLOSURE AGREEMENT
FOR INFORMATION PERTAINING TO
INMATES IN THE KANSAS CORRECTIONAL SYSTEM

This agreement sets forth conditions under which access to selected inmate information will be provided by the Kansas Department of Corrections to Mikki S Currie,
KSU doctoral student, on-site researcher, hereinafter called Requestor.
co-investigator

1. Information Requested:
2. Requestor requests this information () on a continuing basis on a one-time basis
until research is completed
3. The purpose for which information requested is: (check one)
() To implement a statute or executive order that expressly refers to criminal conduct and contains requirements and/or exclusions expressly based upon such conduct. Give citation:
() To carry out a contract or agreement to provide services required for the administration of justice. Attach agreement.
 To conduct research, evaluative, or statistical activities.
() To implement a state or federal statute or executive order to conduct investigations determining employment suitability or eligibility for security clearances allowing access to classified information pursuant to a state or federal statute or executive order. Give citation:
() To exercise authority granted by court order or rule. Attach order or rule.
() Other purpose, as described below or in attachment.
4. Requestor agrees to limit the use of any received information to the purpose(s) for which it was provided and to destroy the information when it is no longer needed for the purpose(s) for which it was provided.
5. Requestor agrees that the only person(s) allowed access to any received information are those named here; and to not disseminate the information to any other agency or person:

Requestor:

Name Mikki S Currie

Agency & Title KSU Doctoral Student - Co-Investigator - On-site researcher

Signature Mikki S Currie Date 4-22-08

Kansas Department of Corrections:

Name _____

Title _____

Signature _____ Date _____

Appendix F – Letter to the Warden

May 12, 2008

Warden Johnnie Goddard
Ellsworth Correctional Facility
1607 State Street
P.O. Box 107
Ellsworth, KS 67438

Warden Goddard:

Attached is the research proposal (Attachment B, IMPP 06-101 and Attachment A IMPP 06-101) for the proposed dissertation research study at your facility involving the canine training program, along with the required completed and signed IRB application and informed consent. I have visited several times in person and via e-mail with Mr. Speer and Mr. Britton, have toured the facility, visited informally with the inmates in the training program, and completed volunteer training and security clearance on April 26th. They have been extremely helpful in communicating with me and providing information to assist with the proposal. I am presently a doctoral student in Counseling from Kansas State university and the dissertation is the final part of my degree requirements.

Prior to reading through the proposal, I wanted to let you know that I have followed the proposal format required by the Kansas Department of Corrections (Attachment B, IMPP 06-101) and would like to clarify a few things on the proposal for the research study as follows:

Item III, Personnel Needs: This is the best estimate that I have based on the information given to me from Mr. Speer.

Item V, Project Design, A.R: The study that I am doing is a qualitative study as I have explained in the proposal. A qualitative study differs from a quantitative study in there is no hypothesis, but rather a research question and related sub questions that I have listed.

Item V, Project Design, A.5 a, b, c: Again a qualitative study differs from a quantitative study in that there is no independent variable or experimental treatment but rather I will use a case study to describe in detail the experience of the inmates with the canines.

Item V, Project Design, A.1, b: I have attached copies of the survey, interview outlines and interview questions, an interaction tally sheet, canine background sheet and inmate background sheet. As you will note on the inmate background sheet, there is no mention of what crime the inmate committed and this will not be asked or be part of the study.

Item V, B.1, d (1 & 2): the analysis of the data will be descriptive with some quantitative data (interaction tallies & surveys) used to further describe the case study. In addition, since there is no hypotheses, they will not be supported or refuted, rather the results will be described in rich detail.

I hope that this will explain the differences that I have in my proposal compared to the format that is quantitative in nature and will answer any questions or concerns you have. I have also addressed these items in the formal research proposal for the Kansas department of Corrections.

I look forward to working with your staff and inmates in the program to provide needed research in the area of using canines in correctional facilities. Once the study is completed, I feel that it will provide very strong support for their use and your program. At that time, I would then like to visit with you in regard to writing up the research.

Please feel free to contact me at any time you have questions or concerns about the research. Kansas State University and my dissertation committee are very supportive and excited about the research study and my work at your facility. My contact numbers are as follows: (785) 822-2604 (cell) and (785) 536-4224 (home). The principal investigator listed on the IRB application and my doctoral advisor is Dr. Fred Bradley, even though I am the on-site researcher. His number is (785) 532-5937 in case you have any questions to address with him.

I look forward to meeting you at some time in the future. I hear that we both have in common a love for the "CATS". Thank you again for your support of my research study and for all of the assistance both Mr. Speer and Mr. Britton have given me.

Respectfully,

Nikki S. Currie
KSU Doctoral Student
Special Education, Counseling, and Student Affairs

Appendix G – Internal Review Board Application

FOR OFFICE USE ONLY: IRB Protocol # _____	Application Received: _____
Routed: _____	Training Complete: _____

Committee for Research Involving Human Subjects (IRB)

Application for Approval Form

Last revised on March 2007

ADMINISTRATIVE INFORMATION:

- **Title of Project:** (if applicable, use the exact title listed in the grant/contract application)

A Case Study of a Canine Training Program With Incarcerated Males

- **Type of Application:**
 New, Addendum/Modification,

- **Principal Investigator:** (must be a KSU faculty member)

Name:	Dr. Fred Bradley	Degree/Title:	Dr./Professor
Department:	Special Education, Counseling & Student Affairs	Campus Phone:	532-5937
Campus Address:	322 Bluemont Hall	Fax #:	532-7304
E-mail	fbradley@ksu.edu		

- **Contact Name/Email/Phone for Questions/Problems with Form:** Nikki S. Currie nikki.currie@wichita.edu (785) 822-2604

- **Does this project involve any collaborators not part of the faculty/staff at KSU?** (projects with non-KSU collaborators may require additional coordination and approvals):

- No
 Yes

- **Project Classification** (Is this project part of one of the following?):

- Thesis
 Dissertation
 Class Project
 Faculty Research
 Other: _____

- **Please attach a copy of the Consent Form:**

- Copy attached
 Consent form not used

- **Funding Source:** Internal External (identify source and attach a copy of the sponsor's grant application or contract as submitted to the funding agency)

- Copy attached Not applicable

- **Based upon criteria found in 45 CFR 46 – and the overview of projects that may qualify for exemption explained at <http://www.ksu.edu/research/comply/irb/about/exempt.html>, I believe that my project using human subjects should be determined by the IRB to be exempt from IRB review:**

- No
 Yes (If yes, please complete application including Section XII. C. 'Exempt Projects'; remember that only the IRB has the authority to determine that a project is exempt from IRB review)

If you have questions, please call the University Research Compliance Office (URCO) at 532-3224, or comply@ksu.edu

Human Subjects Research Protocol Application Form

The KSU IRB is required by law to ensure that all research involving human subjects is adequately reviewed for specific information and is approved prior to inception of any proposed activity. Consequently, it is important that you answer all questions accurately. If you need help or have questions about how to complete this application, please call the Research Compliance Office at 532-3224, or e-mail us at comply@ksu.edu.

Please provide the requested information in the shaded text boxes. The shaded text boxes are designed to accommodate responses within the body of the application. As you type your answers, the text boxes will expand as needed. After completion, print the form and send the original and one photocopy to the Institutional Review Board, Room 203, Fairchild Hall.

Principal Investigator:	Dr. Fred Bradley
Project Title:	A Case Study of a Canine Training Program With Incarcerated Males
Date:	4-22-08

NON-TECHNICAL SYNOPSIS (brief narrative description of proposal easily understood by nonscientists):

The study will focus on the use of a canine training program in a correctional facility for incarcerated males. The purpose of the study will be to observe and describe the interactions between the inmates and the canines, the perceived outcomes of the training program, and look at how the inmates, director of the program, staff, and researcher describe the interactions and experiences of the canines with the inmates. The researcher will complete 24 hours of recorded observations of the inmate/canine training group, individual recordings of interactions between the canine and the assigned inmate, initial and closing recorded interviews with inmates in the program, interview recordings of inmates removed from the program, interview recordings of inmates who chose not to participate in the program, recording of interview with inmate applying to be in the program, recording of trainers explaining the program to inmates new to the facility during orientation, and observations and notes of public tours to the facility and the training program being described. In addition, a closing survey with inmates in the program, and observations will be used to examine the interactions with the canines. Consent forms will be required to participate in the study and audio/video tape, along with meeting all requirements of compliance from the correctional facility and the Department of Corrections of the State of Kansas.

I. BACKGROUND (concise narrative review of the literature and basis for the study):

To date, there has been relatively limited research in the area of canine training programs in correctional facilities with inmates. An abundance of anecdotal articles and stories are available; however, quality research is lacking in this area. Most studies or articles examine the use of therapeutic animals individually with children, the elderly, in the medical field, or the incorporation of these animals into the classroom.

II. PROJECT/STUDY DESCRIPTION (please provide a concise narrative description of the proposed activity in terms that will allow the IRB or other interested parties to clearly understand what it is that you propose to do that involves human subjects. This description must be in enough detail so that IRB members can make an informed decision about proposal).

The researcher will video and audio tape the interactions of the inmates with the canines in the daily group training session. The canines in the group are being trained by the inmates to send to organizations that use the canines to train as assistance, therapy, and medical alert animals for individuals with disabilities and other companions.

III. OBJECTIVE (briefly state the objective of the research – what you hope to learn from the study):

The objective of the research is to describe the experiences and interactions of the participants with the canines and examine the human/animal bond and look at the perceived outcomes of the training program. The study will also examine how the inmates describe any perceived changes regarding acquisition of skills, behavior, and attitudes in relation to the training program with the canines.

IV. **DESIGN AND PROCEDURES** (succinctly outline formal plan for study):

- | | |
|---|---|
| A. Location of study: | Ellsworth Correctional Facility, Ellsworth, Kansas |
| B. Variables to be studied: | interactions and experiences of the inmates with the canines |
| C. Data collection methods: (surveys, instruments, etc – PLEASE ATTACH) | Interviews, surveys, interaction recordings, observations, ,audio/video recordings. |
| D. List any factors that might lead to a subject dropping out or withdrawing from a study. These might include, but are not limited to emotional or physical stress, pain, inconvenience, etc.: | Inmates chosen for the program, attend daily training group with their canine. Inmates can be removed from the program for inappropriate personal behavior in the facility, request to be removed from the program, inappropriate behavior towards the canine, failure to follow guidelines of the program, movement to another facility, or release from the correctional facility. |
| E. List all biological samples taken: (if any) | n/a |
| F. Debriefing procedures for participants: | Closing interview and survey with inmates participating in the program and staff debriefing. |

V. **RESEARCH SUBJECTS:**

- | | |
|--|---|
| A. Source: | Ellsworth Correctional facility, Ellsworth, Kansas |
| B. Number: | 11 inmates - the number may vary |
| C. Characteristics: (list any unique qualifiers desirable for research subject participation) | Research participants are incarcerated males in a high medium correctional facility who have been sentenced to prison for various crimes and amounts of time. |
| D. Recruitment procedures: (Explain how do you plan to recruit your subjects? Attach any fliers, posters, etc. used in recruitment. If you plan to use any inducements, ie. cash, gifts, prizes, etc., please list them here.) | Participants for the study will be recruited by attending a group session and explaining the study and giving each person in the training session a outline of the study. Participation in the study is voluntary and participants can ask to be removed from the study at any time without penalty or explanation. Written consent must be given by the inmate for any audio or video recording or participation in the study.. |

VI. **RISK – PROTECTION – BENEFITS:** The answers for the three questions below are central to human subjects research. You must demonstrate a reasonable balance between anticipated risks to research participants, protection strategies, and anticipated benefits to participants or others.

- | | |
|--|---|
| A. Risks for Subjects: (Identify any reasonably foreseeable physical, psychological, or social risks for participants. State that there are “no known risks” if appropriate.) | No known risks |
| B. Minimizing Risk: (Describe specific measures used to minimize or protect subjects from anticipated risks.) | All subjects will remain anonymous and will be identifiable only by number. Notes and tapes will be kept in a locked cabinet and accessible only by the researcher. Once transcribed and written, tapes will be given to the correctional facility and then destroyed. |
| C. Benefits: (Describe any reasonably expected benefits for research participants, a class of participants, or to society as a whole.) | animal companionship, forming a positive bond with an animal, support for the canine training programs in prison, exposure for the program, recognition for their work |

In your opinion, does the research involve **more than minimal risk** to subjects? (“Minimal risk” means that “the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.”)

Yes No

VII. CONFIDENTIALITY: Confidentiality is the formal treatment of information that an individual has disclosed to you in a relationship of trust and with the expectation that it will not be divulged to others without permission in ways that are inconsistent with the understanding of the original disclosure. Consequently, it is your responsibility to protect information that you gather from human research subjects in a way that is consistent with your agreement with the volunteer and with their expectations. If possible, it is best if research subjects' identity and linkage to information or data remains unknown.

Explain how you are going to protect confidentiality of research subjects and/or data or records. Include plans for maintaining records after completion.

Participants will be identifiable only by number, not name. Only inmates who have been given informed consent and have signed consent forms will participate and be taped. Participants will remain anonymous with the identity of the inmates in the study being known only by the researcher. Audio/video recordings and notes will be kept by researcher in a securely locked cabinet. Only the researcher will have access to materials.

VIII. INFORMED CONSENT: Informed consent is a critical component of human subjects research – it is your responsibility to make sure that any potential subject knows exactly what the project that you are planning is about, and what his/her potential role is. (There may be projects where some forms of “deception” of the subject is necessary for the execution of the study, but it must be carefully justified to and approved by the IRB). A schematic for determining when a waiver or alteration of informed consent may be considered by the IRB is found at <http://www.ksu.edu/research/comply/irb/images/slide1.jpg> and at <http://ohrp.osophs.dhhs.gov/humansubjects/guidance/45cfr46.htm#46.116>. Even if your proposed activity does qualify for a waiver of informed consent, you must still provide potential participants with basic information that informs them of their rights as subjects, i.e. explanation that the project is research and the purpose of the research, length of study, study procedures, debriefing issues to include anticipated benefits, study and administrative contact information, confidentiality strategy, and the fact that participation is entirely voluntary and can be terminated at any time without penalty, etc. Even if your potential subjects are completely anonymous, you are obliged to provide them (and the IRB) with basic information about your project. See informed consent example on the URCO website at <http://www.ksu.edu/research/comply/irb/app.html>). It is a federal requirement to maintain informed consent forms for 3 years after the study completion.

- | Yes | No | Answer the following questions about the informed consent procedures. |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Are you using a written informed consent form? If “yes,” include a copy with this application. If “no” see b. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. In accordance with guidance in 45 CFR 46, I am requesting a waiver or alteration of informed consent elements (See Section VII above). If “yes,” provide a basis and/or justification for your request. |
| | | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. Are you using the online Consent Form Template provided by the URCO? If “no,” does your Informed Consent document has all the minimum required elements of informed consent found in the Consent Form Template? (Please explain) |
| | | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | d. Are your research subjects anonymous? If they are anonymous, you will not have access to any information that will allow you to determine the identity of the research subjects in your study, or to link research data to a specific individual in any way. Anonymity is a powerful protection for potential research subjects. (An anonymous subject is one whose identity is unknown even to the researcher, or the data or information collected cannot be |

linked in any way to a specific person).

Inmates are assigned a number and not referred to by name in the study. The identity of the inmates in the study are known only by the researcher.

- e. Are subjects debriefed about the purposes, consequences, and benefits of the research? Debriefing refers to a mechanism for informing the research subjects of the results or conclusions, after the data is collected and analyzed, and the study is over. (If “no” explain why.)

*** It is a requirement that you maintain all signed copies of informed consent documents for at least 3 years following the completion of your study. These documents must be available for examination and review by federal compliance officials.**

IX. PROJECT INFORMATION: (If you answer yes to any of the questions below, you should explain them in one of the paragraphs above)

- | Yes | No | Does the project involve any of the following? |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | a. Deception of subjects |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. Shock or other forms of punishment |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | c. Sexually explicit materials or questions about sexual orientation, sexual experience or sexual abuse |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | d. Handling of money or other valuable commodities |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | e. Extraction or use of blood, other bodily fluids, or tissues |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | f. Questions about any kind of illegal or illicit activity |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | g. Purposeful creation of anxiety |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | h. Any procedure that might be viewed as invasion of privacy |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | i. Physical exercise or stress |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | j. Administration of substances (food, drugs, etc.) to subjects |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | k. Any procedure that might place subjects at risk |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | l. Any form of potential abuse; i.e., psychological, physical, sexual |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | m. Is there potential for the data from this project to be published in a journal, presented at a conference, etc? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | n. Use of surveys or questionnaires for data collection |
- IF YES, PLEASE ATTACH!!**

X. SUBJECT INFORMATION: (If you answer yes to any of the questions below, you should explain them in one of the paragraphs above)

- | Yes | No | Does the research involve subjects from any of the following categories? |
|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | a. Under 18 years of age (these subjects require parental or guardian consent) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. Over 65 years of age |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | c. Physically or mentally disabled |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | d. Economically or educationally disadvantaged |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | e. Unable to provide their own legal informed consent |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | f. Pregnant females as target population |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | g. Victims |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | h. Subjects in institutions (e.g., prisons, nursing homes, halfway houses) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | i. Are research subjects in this activity students recruited from university classes or volunteer pools? If so, do you have a reasonable alternative(s) to participation as a research subject in your project, i.e., another activity such as writing or reading, that would serve to protect students from unfair pressure or coercion to participate in this project? If you answered this question “Yes,” explain any <u>alternatives options</u> for class credit for potential human subject volunteers in your study. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | j. <u>Are research subjects audio taped? If yes, how do you plan to protect the recorded</u> |

information and mitigate any additional risks?

All tapes will be kept in a locked cabinet. Only the researcher will have access to the tapes and identity of the inmates. Once the tapes are transcribed, they will be given to prison officials to be destroyed.

- k. Are research subjects video taped? If yes, how do you plan to protect the recorded information and mitigate any additional risks?

All tapes will be kept in a locked cabinet. Only the researcher will have access to the tapes and identity of the inmates. Once the tapes are transcribed, they will be given to prison officials to be destroyed.

XI. **CONFLICT OF INTEREST:** Concerns have been growing that financial interests in research may threaten the safety and rights of human research subjects. Financial interests are not in them selves prohibited and may well be appropriate and legitimate. Not all financial interests cause Conflict of Interest (COI) or harm to human subjects. However, to the extent that financial interests may affect the welfare of human subjects in research, IRB’s, institutions, and investigators must consider what actions regarding financial interests may be necessary to protect human subjects. Please answer the following questions:

- | | | |
|--------------------------|-------------------------------------|---|
| Yes | No | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | a. Do you or the institution have any proprietary interest in a potential product of this research, including patents, trademarks, copyrights, or licensing agreements? |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. Do you have an equity interest in the research sponsor (publicly held or a non-publicly held company)? |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | c. Do you receive significant payments of other sorts, eg., grants, equipment, retainers for consultation and/or honoraria from the sponsor of this research? |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | d. Do you receive payment per participant or incentive payments? |
| | | e. If you answered yes on any of the above questions, please provide adequate explanatory information so the IRB can assess any potential COI indicated above. |

XII. PROJECT COLLABORATORS:

A. KSU Collaborators – list anyone affiliated with KSU who is collecting or analyzing data: (list all collaborators on the project, including co-principal investigators, undergraduate and graduate students)

Name:	Department:	Campus Phone:
Nikki S. Currie (doctoral student)	Special Education, Counseling, and Student Affairs	785-822-2604
(on-site researcher)		

B. Non-KSU Collaborators: (List all collaborators on your human subjects research project not affiliated with KSU in the spaces below. KSU has negotiated an Assurance with the Office for Human Research Protections (OHRP), the federal office responsible for oversight of research involving human subjects. When research involving human subjects includes collaborators who are not employees or agents of KSU the activities of those unaffiliated individuals may be covered under the KSU Assurance only in accordance with a formal, written agreement of commitment to relevant human subject protection policies and IRB oversight. The Unaffiliated Investigators Agreement can be found and downloaded at (<http://www.ksu.edu/research/comply/irb/forms/invagree.pdf>). The URCO must have a copy

of the Unaffiliated Investigator Agreement on file for each non-KSU collaborator who is not covered by their own IRB and assurance with OHRP. Consequently, it is critical that you identify non-KSU collaborators, and initiate any coordination and/or approval process early, to minimize delays caused by administrative requirements.)

Name:	Organization:	Phone:

Does your non-KSU collaborator’s organization have an Assurance with OHRP? (for Federalwide Assurance and Multiple Project Assurance (MPA) listings of other institutions, please reference the OHRP website under Assurance Information at: <http://ohrp.osophs.dhhs.gov/polasur.htm>).

No
 Yes If yes, Collaborator’s FWA or MPA # _____

Is your non-KSU collaborator’s IRB reviewing this proposal?

No
 Yes If yes, IRB approval # _____

C. Exempt Projects: 45 CFR 46 identifies six categories of research involving human subjects that may be exempt from IRB review. The categories for exemption are listed on the KSU research involving human subjects home page at <http://www.ksu.edu/research/comply/irb/about/exempt.html>. If you believe that your project qualifies for exemption, please indicate which exemption category applies (1-6). Please remember that only the IRB can make the final determination whether a project is exempt from IRB review, or not.

Exemption Category: _____

XIII. CLINICAL TRIAL Yes No
(If so, please give product.)

Post Approval Monitoring: The URCO has a Post-Approval Monitoring (PAM) program to help assure that activities are performed in accordance with provisions or procedures approved by the IRB. Accordingly, the URCO staff will arrange a PAM visit as appropriate; to assess compliance with approved activities.

If you have questions, please call the University Research Compliance Office (URCO) at 532-3224, or comply@ksu.edu

INVESTIGATOR ASSURANCE FOR RESEARCH INVOLVING HUMAN SUBJECTS

P.I. Name: Dr. Fred Bradley

Title of Project: A Case Study of a Canine Training Program With Incarcerated Males

XII. ASSURANCES: As the Principal Investigator on this protocol, I provide assurances for the following:

- A. **Research Involving Human Subjects:** This project will be performed in the manner described in this proposal, and in accordance with the Federalwide Assurance FWA00000865 approved for Kansas State University available at <http://ohrp.osophs.dhhs.gov/polasur.htm#FWA>, applicable laws, regulations, and guidelines. Any proposed deviation or modification from the procedures detailed herein must be submitted to the IRB, and be approved by the Committee for Research Involving Human Subjects (IRB) prior to implementation.
- B. **Training:** I assure that all personnel working with human subjects described in this protocol are technically competent for the role described for them, and have completed the required IRB training modules found at: <http://www.ksu.edu/research/comply/irb/training/index.html>. I understand that no proposals will receive final IRB approval until the URCO has documentation of completion of training by all appropriate personnel.
- C. **Extramural Funding:** If funded by an extramural source, I assure that this application accurately reflects all procedures involving human subjects as described in the grant/contract proposal to the funding agency. I also assure that I will notify the IRB/URCO, the KSU PreAward Services, and the funding/contract entity if there are modifications or changes made to the protocol after the initial submission to the funding agency.
- D. **Study Duration:** I understand that it is the responsibility of the Committee for Research Involving Human Subjects (IRB) to perform continuing reviews of human subjects research as necessary. I also understand that as continuing reviews are conducted, it is my responsibility to provide timely and accurate review or update information when requested, to include notification of the IRB/URCO when my study is changed or completed.
- E. **Conflict of Interest:** I assure that I have accurately described (in this application) any potential Conflict of Interest that my collaborators, the University, or I may have in association with this proposed research activity.
- F. **Adverse Event Reporting:** I assure that I will promptly report to the IRB / URCO any unanticipated problems involving risks to subjects or others that involve the protocol as approved.
- G. **Accuracy:** I assure that the information herein provided to the Committee for Human Subjects Research is to the best of my knowledge complete and accurate.

(Principal Investigator Signature)

(date)

Appendix H – Internal Review Board Approval



University Research
Compliance Office
203 Fairchild Hall
Lower Mezzanine
Manhattan, KS 66506-1103
785-532-3224
Fax: 785-532-3278
<http://www.ksu.edu/research/comply>

TO: Fred Bradley
Special Education, Counseling, and Student Affairs
322 Bluemont

FROM: Rick Scheidt, Chair
Committee on Research Involving Human Subjects

DATE: May 13, 2008

RE: Approval of Proposal Entitled, "A Case Study of a Canine Training Program With Incarcerated Males."

Proposal Number: 4727

The Committee on Research Involving Human Subjects has reviewed your proposal and has granted full approval. This proposal is **approved for one year from the date of this correspondence, pending "continuing review."**

APPROVAL DATE: May 13, 2008

EXPIRATION DATE: May 13, 2009

Several months prior to the expiration date listed, the IRB will solicit information from you for federally mandated "**continuing review**" of the research. Based on the review, the IRB may approve the activity for another year. **If continuing IRB approval is not granted, or the IRB fails to perform the continuing review before the expiration date noted above, the project will expire and the activity involving human subjects must be terminated on that date. Consequently, it is critical that you are responsive to the IRB request for information for continuing review if you want your project to continue.**

In giving its approval, the Committee has determined that:

- There is no more than minimal risk to the subjects.
 There is greater than minimal risk to the subjects.

This approval applies only to the proposal currently on file as written. Any change or modification affecting human subjects must be approved by the IRB prior to implementation. All approved proposals are subject to continuing review at least annually, which may include the examination of records connected with the project. Announced post-approval monitoring may be performed during the course of this approval period by URCO staff. Injuries, unanticipated problems or adverse events involving risk to subjects or to others must be reported immediately to the Chair of the IRB and / or the URCO.

Appendix I – Kansas Department of Corrections Approval



KANSAS DEPARTMENT OF CORRECTIONS

A Safer Kansas through Effective Correctional Services

KATHLEEN SEBELIUS, GOVERNOR

ROGER WERHOLTZ, SECRETAR

LONDON STATE OFFICE BUILDING - 900 SW JACKSON
TOPEKA, KANSAS - 66612-1284
Telephone: 785-296-3317
Fax: 785-296-0014

June 11, 2008

Nikki S. Currie
Special Education, Counseling & Student Affairs
Bluemont Hall 322
Kansas State University
Manhattan, KS 66506

Dear Ms. Currie:

This is to inform you that Secretary of Corrections Roger Werholtz has approved your research proposal titled "A Case Study of a Canine Training Program with Incarcerated Males." You should contact Warden Goddard at Ellsworth Correctional Facility to make arrangements for the study.

The Department is very interested in the results of your research. As stated in IMPP 06-101, each researcher is required to submit to the Department of Corrections a copy of the final report on the project. Please review this IMPP for details on this requirement and for the procedure for obtaining permission to submit any research results for publication.

Also, at the conclusion of your work and if it is feasible, we would like you to come to the KDOC Central Office in Topeka to make a brief presentation (one hour maximum) in which you would describe your findings to interested staff. Arrangements for this can be made later. Good luck with the project.

Sincerely,

Kenneth W. Shirley
Research Unit
KWS:kws

Cc (electronic) Secretary Werholtz, Deputy Secretary Haden, Deputy Secretary Pellant, Deputy Secretary

Appendix J – Internal Review Board Consent Form

KANSAS STATE UNIVERSITY

INFORMED CONSENT

PROJECT TITLE: A Case Study of a Canine Training Program With Incarcerated Males

APPROVAL DATE OF PROJECT: _____ EXPIRATION DATE OF PROJECT: _____

PRINCIPAL INVESTIGATOR: CO-INVESTIGATOR(S): Dr. Fred O. Bradley; Nikki S. Currie

CONTACT AND PHONE FOR ANY PROBLEMS/QUESTIONS: Dr. Fred Bradley [REDACTED]
Nikki S. Currie ([REDACTED])

IRB CHAIR CONTACT/PHONE INFORMATION: Rick Scheidt, Chair, Committee on Research
Involving Human Subjects, 203 Fairchild Hall,
Kansas State University, Manhattan, KS 66506,
[REDACTED]

Jerry Jaax, Associate Vice Provost for Research
Compliance and University Veterinarian, 203
Fairchild Hall, Kansas State University, Manhatta
KS 66506, [REDACTED]

SPONSOR OF PROJECT: n/a

PURPOSE OF THE RESEARCH: The research study is being done to examine the human/animal bond
and describe the interactions between the inmates and canines and th
perceived outcomes of the training program. There is an abundance
of anecdotal articles on the subject; however, limited research using
canine training programs in correctional facilities has been publishe
The study will add to the existing research.

PROCEDURES OR METHODS TO BE USED: The researcher will observe and record the group trainin
sessions with the canines and their inmate handlers,
individual interactions between the canine and his
handler, initial and closing interviews with the inmates ir
the program, interviews with staff, interview with the
director of the program, observation of the training
program presentation to new inmates during orientation
and public tours, interviews with inmates removed from
the program, interviews with inmates who chose not to
participate in the program. Observations on interactions
and relationship with the canines will be noted and audio
and video taped to describe the human interactions with
the canine and perceived outcomes of the training
program.

ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE ADVANTAGEOUS TO
SUBJECT:

n/a

LENGTH OF STUDY: 6 weeks

RISKS ANTICIPATED: Risks from the study are very minimal. Confidentiality is a minimal risk in an
study with human subjects; however, every precaution will be taken to ensure

the protection of identity of inmates in the study. All information from the research will remain confidential, with participants being only identified by number and not name.

BENEFITS ANTICIPATED: Participant will benefit from the animal companionship, from forming a positive bond with the canines, participation in the program, recognition of their hard work, exposure for the program, and support of the training program through added research on the topic.

EXTENT OF CONFIDENTIALITY: Participants in the study will be assigned a number and not referred to by name in the study and identifiable by the researcher only. Any reference to participants will be by number only. Tapes and notes will be kept in a confidential, locked cabinet by the researcher, and once transcribed, will be given to prison officials and will be destroyed.

IS COMPENSATION OR MEDICAL TREATMENT AVAILABLE IF INJURY OCCURS: The researcher has professional liability insurance. There are no problems anticipated that would require compensation or medical treatment.

PARENTAL APPROVAL FOR MINORS: _____

TERMS OF PARTICIPATION: I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw consent at any time, and stop participating at any time without explanation or penalty.

I verify that my signature below indicates that I have read and understand this consent form, and will agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

(Remember that it is a requirement for the P.I. to maintain a signed and dated copy of the same consent form signed and kept by the participant)

Participant Name: _____

Participant Signature: _____ Date: _____

Witness to Signature: (project staff) _____ Date: _____

**Appendix K – Ellsworth Correctional Facility
Media Access Form**

VOID AFTER 60 DAYS FROM DATE OF REQUEST

KANSAS DEPARTMENT OF CORRECTIONS

Ellsworth Correctional Facility

(1)

MEDIA REQUEST FOR ACCESS TO CORRECTIONAL FACILITY/PHOTO OR INTERVIEW AND WAIVER

REQUEST TIME/DATE: _____

I, Nikki Currie, representing KSU - Case Study, hereby request access to the Ellsworth Correctional Facility and specifically CARES Dog Program at _____ on 16 day of June 2008. I seek to [] interview (and) [] photograph (Check appropriate box) the following person(s) or place:

_____ & audiotape _____ (8)

I understand and assume the risk of entering a correctional facility, and hereby waive any right or claim against correctional officials for damage to me or to the equipment I carry onto the premises.

I also understand that the policy of the Department of Corrections is that an inmate may not be interviewed or photographed (including video taped) unless the inmate has executed a written consent to that action and a waiver of liability. I agree to be bound by that policy and to obtain such written consent prior to conducting such interviews or taking any photographs of an inmate while the inmate is within a correctional facility.

On behalf of my company and myself, I agree to hold the State of Kansas, Department of Corrections, institution/facility/office, and their officers employees, agents and successors in office harmless and do release them from any and all liability regarding or resulting from taking or publication of any interview and/or photograph(s), including interviews photographs taken without the inmates consent, contrary to the policy of the Department of Corrections.

Signature of Media Representative _____ Witness _____ Time/Date 06-16-08

OFFICIAL USE ONLY	
PART A	
The institution/facility person receiving the request was _____	<u>Todd Britton, Corr. Fac. Spec.</u>
Action taken by Warden: _____	<u>Approved Interviews</u> (9)
Warden's Signature: _____	(10a)
Departmental P.I.O. notified _____ by _____	<u>Todd Britton, Corr. Fac. Spec.</u>
(11)	(12)
Signature of Officer _____	
PART B Case Study Investigator - <u>Nikki Currie</u>	
Media representative _____ arrived at _____	<u>8:45 a.m. 06-16, 2008</u>
(13)	(14)
representative departed the institution/facility at _____	(15)
Signature of Officer _____	
COMMENTS:	

KANSAS DEPARTMENT OF CORRECTIONS

Ellsworth Correctional Facility
(1)

INMATE CONSENT AND WAIVER FOR MEDIA ACCESS/INTERVIEW

I, _____, understand that personnel of the Kansas Department of Corrections will not
(2)
authorize media personnel to interview or photograph me while I am within a correctional facility unless I first give written consent to such action and execute a release of liability to the Department of Corrections and its employees. I further understand that if I am in a public setting, Department personnel will not authorize media interviews with me unless I first execute a consent and a release of liability form.

I hereby state that I have read and understand the above statement and do agree, consent and give permission to be (check appropriate box):

[X] INTERVIEWED [X] PHOTOGRAPHED/VIDEOTAPED
by: Nikki Currie - KSU Case Study Investigator + audiotape
(3)

My decision to permit this interview and/or photograph is made voluntarily, of my own free will, and is not the result of threats, duress, force or coercion on the part of officials, employees, or agents of the correctional agency.

I agree to hold the State of Kansas, Department of Corrections, Ellsworth Correctional Facility
(4)

their officials, employees, agents and their successors in office harmless and release them from any and all liability regarding or resulting from publication of this interview and/or the taking or publication of photographs.

I understand that I may revoke this consent at any time except to the extent that action has been taken in reliance on it, and that in any event the consent expires automatically without my express revocation upon the occurrence of the following time, date, circumstances, event or condition:

indefinitely
(5)

06-16-08
DATE NAME OF INMATE (Printed) _____

WITNESS

SIGNATURE
Register No. _____

WITNESS

.....
INSTRUCTIONS FOR INFORMATION TO BE FILLED IN BLANK SPACES

1. Name of correctional office, institution or facility.
2. Printed name and number of inmate.
3. Name of media company, type of media, and name(s) of representative(s) of the media.
4. Name of correctional office, institution or facility.
5. Time period elapsed, date, circumstances, event or condition designated by the inmate as being the point at which this consent and waiver ends.

.....
REFERENCES:

Kansas Administrative Regulation (K.A.R.) 44-1-102
Internal Management Policies and Procedures (IMPP) 08-104(5)

Appendix L – Inmate Trainer Initial Interview Questions

Inmate Trainer Initial Interview Questions

Date of Interview:_____ Time of Interview:_____ Inmate Initials:_____
Inmate No._____ Age:_____ Gender:_____ Ethnicity:_____
Length of incarceration:_____

Outline of Interview

- I. Introductions
- II. Purpose of Interview
- III. Description of Research
- IV. Informed Consent & Sign Consent Form
- V. Interview Questions
- VI. Thank inmate for participation

Interview Questions

1. The researcher will give the inmate information about the research study and share information about the study format and focus, use of audio and video recordings, confidentiality, use of information, role of researcher, and role of participant (go over IRB application). If the inmate agrees to participate, he will sign the consent form and continue with the interview. Researcher will share informed consent and ask if there are any questions. If the inmate does not agree to participate, the researcher will thank him for his consideration and tell him that he can change his mind at any time and participate if he signs a consent form. The inmate will also be told that he can withdraw from the research study at any time without explanation or penalty.

Those inmates who agree to participate will be asked the following questions. Inmates will be told that if they do not want to answer a question, they are to tell the researcher that they do not want to answer the question.

1. Have you ever owned a dog before? If so, tell me about your dog (s).
2. Have you ever had a bad experience with a dog or been afraid of a dog before? If so, tell me about it.
3. Have you ever been around an assistance dog before coming here? If so, what was the dog's job or role? What was your contact with the dog? Tell me what the experience was like for you.
4. How did you learn about the training program? What made you decide to sign up for the training program? What process did you have to go through to be selected for the program? How long have you been involved in this training program?

5. What concerns, anxieties, or fears did you have about the program before starting it? Now?
6. Tell me about the dog(s) you are training, how you feel about them, and the goals you are working on with them.
7. Is there anything else you would like to tell me about the training program or your dog(s)?
8. Do you have any questions for me about the study?

Thank inmate for taking the time to interview. Let inmate know that if he has any questions or concerns about the study, he can have the staff notify me.

**Appendix M – Former Inmate Trainer Initial
Interview Questions**

Former Inmate Trainer Initial Interview Questions

Date of Interview:_____ Time of Interview:_____ Inmate Initials:_____
Inmate No._____ Age:_____ Gender:_____ Ethnicity:_____
Length of incarceration:_____

Outline of Interview

- I. Introductions
- II. Purpose of Interview
- III. Description of Research
- IV. Informed Consent & Sign Consent Form
- V. Interview Questions
- VI. Thank you for participation

Interview Questions:

1. How did you learn about the dog training program?
2. How long did you stay in the program?
3. What caused you to leave the program?
4. Tell me about the dog you trained.
5. Tell me about the training you did.
6. How did you feel at the time when you left/were removed from the program?
How do you feel about not being in the program now? Is there anything you miss about being in the program? If so, what?
7. What was the most rewarding or best part of the training program? Worst part of the program?
8. If you had your choice, would you be in the program now? Why or why not?
9. In what ways, if any, do you feel that participating in the program was helpful to you? Was not helpful?
10. Do you have any questions about the research?
11. Additional comments that you would like to make.
12. Thank inmate for participating.

Appendix N – Non-trainer Inmate Initial Interview Questions

Inmate Non-trainer Initial Interview Questions

Date of Interview:_____Time of Interview:_____Inmate Initials:_____
Inmate No._____Age:_____Gender:_____Ethnicity:_____
Length of incarceration:_____

Outline of Interview

- I. Introductions
- II. Purpose of Interview
- III. Description of Research
- IV. Informed Consent & Sign Consent Form
- V. Interview Questions
- VI. Thank you for participation

Interview Questions:

1. Have you heard of the dog training program at this facility? If so, how did you hear about it? Was there any part of it that interested you? Not interested you?
2. What caused you to not sign up in the program?
3. Have you ever owned a dog before? If so, tell me about your dog.
4. Have you ever had a bad experience with a dog before? If so, tell me about the experience.
5. When you see the inmate trainers with their dogs what do you think about?
6. Do you see any benefit of having the dogs in this facility? If so, what benefits?
7. Do you see any negative part of having the dogs in this facility? If so, explain.
7. Any additional comments you would like to make about the dogs or the program?
8. Any questions you have for me about the research?

Thank inmate for participating in the research.

Appendix O – Staff Interview Questions

Staff Interview Questions

Date: _____ Time of Interview: _____ Staff Initials: _____

Outline of Interview

- I. Introductions
- II. Purpose of Interview
- III. Description of Research
- IV. Informed Consent & Sign Consent Form
- V. Interview Questions
- VI. Thank you for participation

Interview Questions:

1. How do you feel about having a dog training program in this facility? Have your feelings changed any since the program first started? If so, in what way?
2. Do you have any concerns about having a dog training program in this facility? If so, explain.
3. Do you see any benefits of having a dog training program in this facility? If so, explain.
4. What comments have you heard inmate trainers make about the dogs? Staff? Other inmates?
5. Have you seen any changes in the trainers that you can attribute to having the dog in the facility? If so, what?
6. Have you seen any changes in the other inmates not in the program that you can attribute to having the dogs in the facility? If so, what?
7. Have you seen any changes in the staff that you can attribute to having the dogs in the facility? If so, what?
8. Do you have any additional comments about the dogs, participants, or program or questions about the research?

Thank staff member for participating in study.

Appendix P – Dog Interaction Form

Inmate /Dog Interaction

Observation Date: _____ Observation Time: _____

The researcher will keep track of the number of times the inmate interacts with the dog per group training session and in what manner. Inmates are identified by number only as follows in the columns below: I1, I2, I3, I4, I5, I6, etc..

Behavior	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10			
Inmate in attendance													
Dog Identification													
Inmate rewards dog verbally.													
Inmate rewards dog with touch (petting, affection, etc.)													
Inmate reprimands dog verbally.													
Dog displays affection towards inmate. (touches, lays head on, kisses, etc.)													

Additional Comments/Direct Quotes/Observations:

Appendix Q – Inmate Trainer Closing Interview Questions

Inmate Trainer Closing Interview Questions

Date of Interview:_____Time of Interview:_____Inmate Initials:_____
Inmate No._____Age:_____ Gender:_____ Ethnicity:_____
Length of incarceration:_____

Outline of Interview

- I. Welcome and Introductions
- II. Interview Questions & Additional Questions from Participant
- III. Debriefing, Termination of Interview, administration of Dog Relationship and Perception Scale and thank you.

Interview Questions

1. How long have you been participating in the canine training program?
How many different dogs have you worked with in the program?
2. In what ways do you think the canine training program and working with the dogs has been helpful or most positive for you?
3. In what ways has the training program and working with the dogs been negative or difficult for you?
4. Describe your feelings about the training program and the dogs you have worked with.
5. What influence do think the dogs have had on you and other inmates in the facility? On staff? On you?
6. Would you recommend this program to other inmates in the facility? If so, why? If not, why?
7. What would you like others (inmates or the public) to know about the program?
8. Is there anything else you would like to tell me about the dog(s) and the training program?
9. Researcher will explain and administer the Dog Relationship and Perception Survey with inmate, and ask if there are any additional questions. Researcher will explain the final phase steps of the research study and thank inmate for participating in the study.

**Appendix R – Closing Interview Questions
Inmates Who Dropped Out of Program**

Closing Interview Questions: Inmate Trainers Who Dropped Out of Program

Date of Interview:_____ Time of Interview:_____ Inmate Initials:_____
Inmate No._____ Age:_____ Gender:_____ Ethnicity:_____
Length of incarceration:_____

Outline of Interview

- I. Welcome and Introductions
- II. Interview Questions & Additional Questions from Participant
- III. Debriefing, Termination of Interview and thank you.

Interview Questions

1. In what ways do you think the canine training program and working with the dogs has been helpful or most positive for you?
2. In what ways has the training program and working with the dogs been negative or difficult for you?
3. Describe your feelings about the training program and the dogs you have worked with.
4. Is there anything else you would like to tell me about the dog(s) and the training program?

Appendix S – Dog Relationship and Perception Scale

Dog Relationship and Perception Scale

Date: _____

Inmate No. _____

Directions: The following items ask about feelings, opinions and behavior about pets and the dog, and the training program. Please answer every item. There are no right or wrong answers, only your opinions. Thank you for your help.

Please use the following scale in answering the items:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	1	2	3	4	5
1. I like having a training dog(s).	1	2	3	4	5
2. I like working in the training program.	1	2	3	4	5
3. I like to talk to my dog(s).	1	2	3	4	5
4. I enjoy playing with my dog(s).	1	2	3	4	5
5. My dog(s) knows when I am upset and tries to comfort me.	1	2	3	4	5
6. My dog(s) helps me feel calm.	1	2	3	4	5
7. I can tell things to my dog(s) and know that he won't tell anyone.	1	2	3	4	5
8. My dog(s) helps me with my behavior.	1	2	3	4	5

Please use the following scale in answering the items:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	1	2	3	4	5
9. My dog(s) helps me with my attitude.	1	2	3	4	5
10. My dog(s) helps me handle my emotions in a healthy way.	1	2	3	4	5
11. My dog(s) helps me learn to be responsible.	1	2	3	4	5
12. My dog(s) helps me learn skills.	1	2	3	4	5
13. My dog(s) likes me.	1	2	3	4	5
14. I like my dog(s).	1	2	3	4	5
15. I will miss my dog(s) when he leaves the facility.	1	2	3	4	5
16. I would like to continue in the dog training program.	1	2	3	4	5
17. I would recommend the dog training program to others.	1	2	3	4	5

Describe any other information or comments about the training program or dog that you wish.

Appendix T – Analysis Process for Themes and Findings

Table 4.1: Analysis Process for Emergent Themes and Findings Under Each Theme

Emergent Themes	Findings Under Themes	Examples and Participants' Responses
<p>Positive Emotional Outcomes</p>	<ul style="list-style-type: none"> • Social support provided for inmate trainers by working with the dogs through friendship, companionship, nurturance, emotional bonding, positive physical touch, and emotional stabilization (McNicholas & Collis, 2006) • Sense of self-pride inmate trainers gained by teaching the dogs commands, helping the dogs master the commands, and eventually graduate and adopted to helped an individual in need 	<p>Inmate Trainer 20 – makes me feel better when I am missing my family</p> <p>Inmate Trainer 4 – dog helps him from going off on people</p> <p>Inmate Trainer 1 – interact with dogs in loving way</p> <p>Inmate Trainer 3 – like therapy</p> <p>Former Trainer 7 – felt lonely without dog</p> <p>Inmate Trainer 22 – emotionally attached</p> <p>Inmate Trainer 3 – I touch them a lot</p> <p>Inmate Trainer 18 – animal as friend</p> <p>Inmate Trainer 17 – bonding with her</p> <p>Inmate Trainer 13 – gives me a friend</p> <p>Inmate Trainer 22 – buddy to talk to</p> <p>Inmate Trainer 3 – the dog made it</p> <p>Former Trainer 8 – pictures of dogs</p> <p>Inmate Trainer 19 – holding and petting puppy</p>

	<ul style="list-style-type: none"> The feeling inmate trainers expressed that they were trying to give back to society to attempt to be better people and somewhat make up for their crimes 	<p>Inmate Trainer 13 – I taught it</p> <p>Inmate Trainer 5 – I did something, I taught him</p> <p>Inmate Trainer 1 – get her to learn everything</p> <p>Inmate Trainer 18 – 23 commands in one week</p> <p>Inmate Trainer 3 – good because I care</p> <p>Inmate Trainer 2 – brought graduation certificate</p> <p>Inmate Trainer 22 – dog graduated</p> <p>Inmate Trainer 1 – showed number of commands mastered</p> <p>Former Trainer 8 – he learned quick</p> <p>Inmate Trainer 2 – they’ve all made it</p> <p>Inmate Trainer 3 – want to be better people</p> <p>Inmate Trainer 3 – can try to bless other people while we’re in here</p> <p>Inmate Trainer 1 – rehabilitation</p> <p>Staff 4 – want to give back and make up for wrong they’ve done</p> <p>Staff 4 – tool to help them feel they can forgive themselves</p>
--	--	---

	<ul style="list-style-type: none"> • The patience the inmate trainers gained by teaching the dogs the commands over and over until they mastered them and caring for the dogs • Improved inmate trainer self-confidence and positive feelings about themselves by working with the dogs • Inmate trainers feeling more humanized and connected to the world outside the prison walls 	<p>Inmate Trainer 5 – smiling and petting dog when he executed the command after several attempts Inmate Trainer 20 – teaching me a lot of patience</p> <p>Inmate Trainer 2 – teaching dog over and over commands</p> <p>Former Trainer 9 – she helped me with patience</p> <p>Inmate Trainer 18 – helps esteem of any person</p> <p>Inmate Trainer 1 – opportunity to give back. . . gave self-esteem back</p> <p>Inmate Trainer 3 – you walk in confidence</p> <p>Former Trainer 8 – feel better about self</p> <p>Staff 4 – they can make a difference</p> <p>Inmate Trainer 3 – I could train a dog</p> <p>Inmate Trainer 1 – see us as individuals not inmates</p> <p>Non-trainer 11 – dog connects back to free society</p> <p>Inmate Trainer 5 – feel more human, see less walls</p> <p>Staff 4 – helps see inmate as a person</p>
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		Inmate Trainer 5 – dogs are humanizing this environment
Negative Emotional Outcomes	<ul style="list-style-type: none"> Emotional difficulties inmate trainers experienced when they had to give up their dogs for adoption 	<p>Inmate Trainer 5 – doesn't want to give up dog at all</p> <p>Inmate Trainer 22 – don't want to give her up</p> <p>Inmate Trainer 1 – difficult first time</p>
Positive Practical Outcomes	<ul style="list-style-type: none"> Required amount of responsibility and improvement in inmate trainer responsibility Prison environment appeared more positive, calm, and friendly when the dogs were present 	<p>Inmate Trainer 1 – you have to learn responsibility</p> <p>Former Trainer 7 – worked at it 24/7</p> <p>Inmate Trainer 19 – work on responsibility</p> <p>Inmate Trainer 13 – 24/7 job</p> <p>Inmate Trainer 15 – take care every day like a baby</p> <p>Inmate Trainer 2 – 24/7 job, big responsibility</p> <p>Staff 4 – sense of responsibility</p> <p>Inmate Trainer 22 – a lot of responsibility taking care of dog</p> <p>Inmate Trainer 16 – different mood to environment</p> <p>Staff 3 – adds positive energy and light to the facility</p> <p>Inmate Trainer 3 – they cause the atmosphere to be a lot calmer</p> <p>Former Trainer 9 – brings out best in people in here</p>

	<ul style="list-style-type: none"> Inmate trainers fulfilled their need and desire to help others by training the dogs for adoption by individuals who needed assistance Inmate trainers learned employability skills such as positive work ethic and practice filling out job applications and interviewing for jobs through participation in the training program 	<p>Inmate Trainer 20 – helps staff and inmates interact with each other</p> <p>Inmate Trainer 1 – breaks down walls between inmates and staff</p> <p>Inmate Trainer 3 – guards communicate with us</p> <p>Former Trainer 9 – helping some little child</p> <p>Inmate Trainer 1 – everything we do is for the handicapped person</p> <p>Inmate Trainer 2 – helps needy kids</p> <p>Inmate Trainer 22 – handicapped people</p> <p>Non-trainer 1- purpose of program</p> <p>Former Trainer 7 – miss giving to people</p> <p>Inmate Trainer 14 – doing something to help somebody else who can't help themselves</p> <p>Inmate Trainer 1 – work ethic</p> <p>Inmate Trainer 5 – take this to the street</p>
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	<ul style="list-style-type: none"> • Inmate trainers set, executed, and evaluated goals by working with the dogs • Inmate trainers were motivated to have positive behavior and maintain positive behavior to participated in the dog training program 	<p>Inmate Trainer 14 – achieved his goal</p> <p>Inmate Trainer 5 – goal for all dogs to have good manners</p> <p>Inmate Trainer 22 – my goal for her is to</p> <p>Inmate Trainer 6 – I set a goal</p> <p>Former Trainer 8 – I get a focus for the dog</p> <p>Inmate Trainer 1 – have to learn to plan for the goals you set</p> <p>Staff 3 – stay out of trouble</p> <p>Inmate Trainer 15 – stayed out of trouble</p> <p>Staff 4 – in turn affects their behavior</p> <p>Staff 4 – helps control behavior</p>
<p>Negative Practical Outcomes</p>	<ul style="list-style-type: none"> • For some inmate trainers it was an overwhelming responsibility to keep, care for, and train a dog • Other inmates hassled inmate trainers and their dogs 	<p>Inmate Trainer 16 – like having a child</p> <p>Inmate Trainer 15 – no free time for myself</p> <p>Inmate Trainer 4 – other inmates get ignorant with the dogs</p> <p>Non-trainer 10 – inmates throw food to dogs</p> <p>Staff 4 – difficult not to overreact</p>