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# Canine for Disabled Kids Awareness Campaign Research and Implementation Plan

Jiamin Gu

Clark University, [jgu@clarku.edu](mailto:jgu@clarku.edu)

Kendall Harcourt

Clark University, [kharcourt@clarku.edu](mailto:kharcourt@clarku.edu)

Chang Liu

Clark University, [cliu@clarku.edu](mailto:cliu@clarku.edu)


Kiamu Liu

Clark University, [kliu@clarku.edu](mailto:kliu@clarku.edu)

Jemmie Tejada

Clark University, [jtejada@clarku.edu](mailto:jtejada@clarku.edu)

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Capstone Project

Canine for Disabled Kids Awareness Campaign Research and Implementation Plan

Jiamin Gu, Kendall Harcourt, Chang Liu, Kiamu Liu

and Jemie Tejada

School of Professional Studies and Canines for Disabled Kids

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## **Executive Summary**

### **Service Dog History**

According to the Americans with Disabilities Act (ADA) service animals are: “dogs that are individually trained to do work or perform tasks for people with disabilities” ( ADA, 2015). On the other hand, emotional support animals are: “dogs that provide comfort and support in forms of affection and companionship for an individual suffering from various mental and emotional conditions.” In addition, an emotional support animal is not required to perform any specific tasks for a disability like service dogs are (Ibid).

The ADA limits the number of questions that can be asked to protect the privacy of utilizers. In fact, the only two questions businesses, veterinarians, enforcement officers, and the general public can ask are: “Is the dog a service animal required because of a disability?” and “What work or task has the dog been trained to perform?” (ADA, 2017). Due to a lack in federal regulations, little to no knowledge on service dog definitions, and a failed universal symbol for service dogs, there has been an increasing number of fraudulent users. Thus, this occurrence has trumped the beneficial use of the service for the community of people it was intended for.

### **Canine for Disabled Kids History**

Canine for Disabled Kids is a non-profit organization whose mission is to "increase independence for children with disabilities and their families by promoting service dog partnerships, understanding, and awareness throughout the community" (Canine for Kids website). Canine for Disabled Kids was formed as an offshoot of the NEADS, Dogs for Deaf and Disabled Americans training program. This non-profit has sponsored over 130 service dogs providing children and their families' around the nation with access to support dogs in a short

period of time. Canine for Disabled Kids recognized the value of service dogs to children with disabilities to increase their independence and education in the community.

### **Communication with Stakeholders**

Our Capstone group focused on conducting research on our various stakeholders to gain a better understanding on the issue at hand. From both qualitative and quantitative research, we realized education was the biggest factor. A major study conducted in 2017 found that 63 percent of people do not perceive individuals with emotional support animals as individuals presenting their dogs fraudulently. Emotional support animals are not the same as service dogs, yet lack of education has people putting them in the same category. After reaching out to local veterinarians, members of the legislature, and businesses, it was clear that partnering with these different stakeholders to create awareness on the issue of fraud and on the grey areas found in the regulation of the service, were our biggest results. With this information, we decided to create educational materials such as: stickers, fact sheets, universal dog tags, and an informational piece for all of our stakeholders to address this issue.

### **Major Issues**

Like in all Capstone groups, we experienced a number of constraints. Due to a 12 week limit to conduct research, reach out to stakeholders, and create deliverables, we were not able to fully implement our solutions for our stakeholders. Due to the busy schedules of our stakeholders and our group members, we had to constantly find ways to maintain high levels of effective communication. Through the use of Whatsapp group texts, WeChat phone calls, Google Docs, weekly meetings, and emails we were able to exchange and update important information regarding our project. Nonetheless, the limit on in-person meetings due to demanding schedules made consistent communication a challenge, although as a group we believe we succeeded.

## **Overview of deliverables and recommendations**

To better educate our stakeholders, we produced educational stickers on the two questions the ADA allows for businesses, veterinarians, legislators, and the public to make when deciphering if someone is a service dog user or not. We also created an example of what a universal dog tag may look like if government officials or veterinarians were to adopt one for service dog users and their pets. Last but not least, we made a fact sheet and a business piece that we hope will better educate all stakeholders on fraudulent use of service dogs and the varying service animal definitions.

From our research and discussions with stakeholders our recommendations for practice include:

- Engagement through positive arguments instead of negative ones, in other words, focusing more on the need and importance of legitimate service dog users than those committing the fraud
- People will not move to a solution until they can see and understand the problem
- Campaign should have education-based deliverables
  - Two part campaign educating on the problem itself and then why people should share responsibility in reducing fraud by asking questions outlined by the ADA

## **Canine for Disabled Kids Awareness Campaign Research and Implementation Plan Capstone Project**

### **Chapter One: Introduction**

#### **Background Information**

In recent years, as the number of service dogs has increased, the public is increasingly focusing on this group. Fortunately, the work and living environment of service dogs has been greatly improved, and there has also been a significant improvement in public tolerance for this group. However, behind the heartening news, there still exists plenty of problems like service animal fraud, the lack of enforcement and specificity of laws and public awareness as individuals in public cannot tell the difference between a service dog and an emotional support animal. These problems are plaguing and threatening the benefit of service dogs for their owners. For example, according to the Americans with Disabilities Act (ADA) regulations, service dogs are free to travel on commercial flights for free and allowed in and out of public places. These rights are not available for emotional support animals and own pets. Nevertheless, due to the lack of normative and unified service dog definitions, people take advantage of the laws and make it difficult to distinguish between who is a legitimate service dog and the untrained faux service dogs harming the reputation of these necessary companions.

Service dog fraud is exacerbated by the fact that websites deceive people into buying “certifications” and “official” vests or other dog wear. Misinformation about service dogs and misuse of loose laws negatively impacts everyone, not just those who use service dogs, as misbehaving dogs ruin public places and make it harder for legitimate owners to use the space next time. Service dogs are not always obvious. Many are trained to help those with “invisible”



conditions such as post-traumatic stress disorder (PTSD), Diabetes, or epilepsy and cannot be separated from their owners.

At present, as one of the federal government departments, The Americans with Disabilities Act (ADA) has a precise definition for service animals: “service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities.” (Frequently Asked Questions about Service Animals and the ADA, July 2015) At the same time, ADA regulations emphasize “Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability” (ADA Requirements, July 2017). To protect the personal privacy of service dog users and to help the public and law enforcement effectively identify service dogs, the ADA gives us a limited number of questions people can ask. The first is: “Is the dog a service animal required because of a disability?” and the second: “What work or task has the dog been trained to perform?” (ADA Requirements, July 2017). Nevertheless, this information does not seem to be known to the public because of a failure ineffective means of publicity. “Canine for Disabled Kids” and our capstone group has worked together this semester to raise awareness on the issue through our work.

### **Organization Information**

Canine for Disabled Kids is a national nonprofit organization working on furthering the independence and liveliness of disabled children across the nation through service dogs. They have been in operation for almost 20 years under one guiding mission: “Increasing independence for children with disabilities and their families by promoting service dog partnerships, understanding and awareness throughout the community” (Canines for Disabled Kids, 2017). Kristin Hartness is the Executive Director of Canine for Disabled Kids. Under her leadership, the

organization has achieved remarkable success in the past 20 years. “They have sponsored over 130 service dogs, enabling children and their families’ access to support dogs within three months to a year, a significant difference to the typical wait of two or more years” (Erin; Margarita; Colleen; Yin 2017). More importantly, they have established a positive relationship with the community around Worcester through various activities. Today, the organization hopes to promote further the use of service dogs working with us.

### **Statement of the Problem**

Currently, Federal law requires service dogs to be licensed and coded as service dogs (as opposed to comfort or support dogs). However, towns and local governments are not licensing correctly due to a failure in federal regulation. Also, the local relevant organizations have a lack of accurate data on the number of service dogs and effective statistical means, which has made it difficult to regulate the issue. The third problem is that a lot of people have no idea about what a service dog is and cannot efficiently identify whether it is a service dog or an emotional support animal. On the other hand, some people treat them as pets without realizing they are working dogs, which interferes with the general work of the service dog. Last but not least, people misuse the service dog tags and symbol, the argument is that it is a “victimless crime,” but that is not the case, as it ruins the reputation of service dogs and makes it harder for those with legitimate service dogs to work in public.

### **Purpose of this Capstone Project**

This semester, our group worked with Canine for Disabled Kids to make a marketing plan for the service dog project in and around the Worcester area. The promotion includes disseminating documents educating on the importance of the service dog. We worked closely with local veterinarians and other organizations to inform the public and businesses on the

identification of service dogs and to raise public awareness of the fraudulent usage issue. More importantly, we collected relevant data and information from the last Fall semester Capstone group.

As the participators of the service dogs project, we hope to provide a feasible solution to help Canine for Disabled Kids promote service dogs. More importantly, we hope to see the following reforms in the future:

- (1): More service dog advertisements posted in public places.
- (2): The public has a more in-depth understanding of the service dog and can create a better work environment for the service dog.
- (3): The implementation of a national service dog tag and official certification.
- (4): Diminish the faking of a service dog by standardizing service dogs through a form that veterinarians would check off along with the rabies shot, turning it from a crime of convenience to a crime of intent.

## **Chapter Two Literature Review and History of Trends in Industry**

Service dogs assist persons with disabilities in achieving greater independence in a variety of performance areas, including activities of daily living, home management, functional mobility, socialization, emergency alerts, and environmental control (Delta Society, 2000 as cited in Camp, M. M. 2001). In addition, to increase independence in these occupational performance areas, service dog ownership also has been shown to have critical psychosocial benefits, such as improved self-esteem, increased social interaction, decreased stress, and higher internal locus of control (Eddy, Hart, & Boltz, 1988; Mader, Hart, & Bergin, 1989; Valentine, Kiddoo, & LaFleur, 1993; Winkler, Fairnie, Gericevich, & Long, 1989 as cited in Camp, M. M. 2001).

### **Background of Assistive Technology**

According to the Technology-Related Assistance for Individuals With Disabilities Act of 1988 (Public Law 100-407), assistive technology is defined as “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities” (§ 00.16 as cited in Camp, M. M. 2001 ). The use of assistive technology has been shown to have significant benefits, including increased environmental control and greater independence in all occupational performance areas (Campbell, 1991; Dickey & Shealey, 1987; McDonald, Boyle, & Schumann, 1989; Platts & Fraser, 1993 as cited in Camp, M. M. 2001). Clients who use assistive technology have also reported improvements in psychosocial factors, such as social interaction and self-esteem (Swinth, 1997 as cited in Camp, M. M. 2001). Despite these benefits, assistive technology has been shown to have significant drawbacks, including cost, device mobility, and high rates of abandonment, among others (Carey & Sale, 1994; Todis & Walker, 1993 as cited in Camp, M. M. 2001).

### **Service Dogs as an Alternative Assistive Technology Solution**

Service dogs are specially trained to help persons with disabilities to maximize their independence in a variety of performance areas (Delta Society, 2000 as cited in Camp, M. M. 2001). Because service dog training is tailored to match specific client needs, the particular tasks that a service dog performs vary (Camp, M. M. 2001). Some examples of these duties are moving laundry from the washer to the dryer, giving money or a credit card to a cashier, dialing 911 or alerting passersby of an emergency, retrieving a ringing telephone, and opening the door for a delivery person (Allen & Blascovich, 1996; Delta Society, 2000; Sunderlin, 1999; Zarbock, 1997 as cited in Camp, M. M. 2001). Given these functions, service dogs could be considered a

form of assistive technology under the Technology Act in that they also are “used to increase, maintain, or improve functional capabilities of individuals with disabilities.” (Camp, M. M. 2001). The State of Montana Medicaid Program has recently acknowledged this classification by expanding its reimbursement of assistive technology to include the purchase and upkeep of service dogs for persons with disabilities by assessment findings of an interdisciplinary team, including an occupational therapist (Rough, 2000 as cited in Camp, M. M. 2001).

Several popular press articles have described how service dogs can increase the participation and independence of persons with disabilities (Sunderlin, 1999; Zarbock, 1997 as cited in Camp, M. M. 2001). Other researchers have studied improvements in social interactions after service dog acquisition (Eddy et al., 1988; Fick, 1993; Hart, Hart, & Bergin, 1987; Mader et al., 1989 as cited in Camp, M. M. 2001). Eddy et al. (1988) examined the social acknowledgments (e.g., smiles, conversation, eye contact, touch) that adults with physical disabilities received in a shopping mall and a university campus with and without a service dog present. Participants with a service dog present received significantly more social acknowledgments and fewer episodes of gaze aversion or path avoidance than the participants without a service dog present. In a follow-up study, Mader et al. (1989) found similar results with child participants between 10 and 15 years of age who were observed both on a school playground and in a shopping mall with or without a service dog present (Camp, M. M. 2001). These studies suggest a socializing effect of service dog ownership that may help to counteract the documented social barriers often experienced by persons with disabilities (Schneider & Anderson, 1980 as cited in Camp, M. M. 2001).

The interaction between persons and their service dogs has also been shown to improve psychological factors, such as self-esteem, internal locus of control, and assertiveness, and to

decrease depression and loneliness (Allen & Blascovich, 1996; Fick, 1993; Valentine et al., 1993; Winkler et al., 1989 as cited in Camp, M. M. 2001). In Valentine et al.'s (1993) survey of 24 service dog owners, 90% reported that they felt safer, less lonely, and more independent since acquiring their dog. Of the participants with mobility impairments, all indicated that they had “more freedom to be capable” (p. 117) since acquiring their dogs (Camp, M. M. 2001).

### **The History of Service Dogs**

The first documented service dogs were guide dogs trained in Germany to help soldiers blinded in the battles of the First World War. The idea of using dogs to guide people may have begun in Roman times, as depicted by fresco from the ruins of Pompeii of a dog leading a blind man (Maiuri.1953 as cited in Ensminger, John J. 2010). Occasionally paintings and woodcuts from the middle ages on depicted blind people with dogs that appeared to be guiding them. Training programs were developed in the United States soon after the German experience was reported, and as the first service dogs, guide dogs remain the most protected dogs in the world (Ensminger, John J. 2010 as cited in Ensminger, John J. 2010).

The functions of guide dogs, and their training have been adapted to many of the other types of service dogs. Guide dogs have to be big enough to stop the handler from moving forward, and dogs that help the mobility impaired, which include a growing number of veterans and victims of landmines and improvised explosive devices, are often chosen from the same larger breeds in order to provide stability for individuals who may have to lean on the animal for support or depend on it to pull a wheelchair (Ensminger, John J. 2010).

Dogs are now being trained to help children with autism, not just as companions, but also to keep them from running away from their parents or walking into traffic. With their keen sense of direction, dogs in Israel are being trained as companions to Alzheimer's patients with the skill

to lead them home or back to a facility at the command of a handler who has become lost or too agitated to move (Ensminger, John J. 2010).

The dog's sense of smell was essential to the earliest functions of domesticated dogs in helping the men of the tribe hunt and in detecting the presence of intruders, either human or animal, in or near the camp. This skill is now being used in search and rescue missions, where human-canine teams are critical to locating people buried in the rubble of collapsed buildings, or in finding bodies. Like hunting dogs flushing game, a search and rescue dog may follow the pointed directions of the handler in crisscrossing an area where the stability of the remaining support is too tenuous for the handler to follow. If the dog finds someone, he barks to bring help and remains with the victim until help arrives (Ensminger, John J. 2010).

Certain cancers can be detected by dogs. Twenty years ago this was anecdotal. Individuals who did not know they had melanoma, or breast cancer, found the dog continually licking or nudging a place on the handler's body. Subsequent tests found the diseases, and sometimes saved lives. Through a complicated training regimen, dogs have been taught to detect lung, breast, and bladder cancers in experimental settings, and there may come a time when doctors are visiting remote communities will be able to perform some initial screening with a cancer-sniffing dog (Thurston. 1996 as cited in Ensminger, John J. 2010). Some dogs detect and alert to the onset of seizures in their handlers far enough in advance that there is time to take medication to stop the seizure from happening at all. This skill arises spontaneously, but if recognized by the handler it can be reinforced, and persons with epilepsy now seek to obtain seizure-response dogs with the quite realistic hope that the dog will be able to alert them to an imminent seizure. One study found that 59 percent of dogs trained to respond to seizures also developed the skill to recognize seizures in advance in children to whom they were assigned,

though these results were admittedly self-reported by the families of the children (Kirton, Winter, Wirrell & Snead. 2008 as cited in Ensminger, John J. 2010). Other scientists doubt that the level of alerting is nearly as high as indicated by studies relying on self-reporting and some have argued that the majority of seizures detected by dogs involve incidents with psychological rather than physiological origins. Still, other studies show that seizure-alert dogs reduce the frequency of seizures and allow the handlers to leave home more often, and with more confidence (Ensminger, John J. 2010).

Additional uses for dogs in society have come about as a result of the therapy dog movement, which began in the late 1970s and has grown from several hundred dogs visiting patients in a few communities to a national phenomenon of many organizations, and the involvement of tens of thousands of patients and participants in many different types of facilities. Beginning with anecdotal stories about how various kinds of patients felt better upon receiving visits from dogs (and sometimes other types of animals), this area has recently begun to be the subject of rigorous scientific studies designed to verify the improvements in health that result as a result of the animals' attention (Ensminger, John J. 2010).

### **Chapter Three: Research Overview and Methods**

We are planning to solve these problems or help our client Canine for Disabled Kids. First, we will emphasize the right of service dogs and their owners. Secondly, we will make marketing materials that we hope will diffuse the confusion around identifying service and comfort dogs. Third, we will create a plan to work on eliminating the abuse of service dog rights and provide recommendations for reaching out to legislators, the general public, businesses, and veterinarians. At first, we intended to learn more about what is a service dog and the situation that the service is facing. Namely, our capstone advisor and our client, Kristin Hartness, after



talking with both and investigating, we found that the ADA's definition of a service dog contains four aspects: (1) individually trained to do work (2) perform tasks for people with a disability (3) the work or task must be directly related to the person's disability (4) comfort or emotional support animals do not qualify as a service dog. However, due to the lack of normative and unified service dog symbols and operable federal regulations, the public and enforcement officers have a difficult time distinguishing service dogs in public spaces. Moreover, many use regulations loopholes to falsely claim that their pet dog is a service dog and usurp unauthorized access to the rights of the disabled community.

After doing research, we found out it is hard to figure out which one is a service dog and which one is an emotional support animal for both the average person and enforcement officers. One reason is that the ADA gives limited rights to enforcement officers on inquiries regarding service dogs. In fact, officers and businesses can only ask two questions to identify if the dog is for service or not. These two questions are "Is the dog a service animal required because of disability" and "What work and the task has the dog been trained to perform." This greatly increases the probing necessary to distinguish fraudulent users and challenges the legitimate rights of service dogs and their owners. Our group hopes to create marketing materials to help Canine for Disabled Kids assist individuals with the identifying of service dogs from comfort dogs. The marketing materials we will produce will aid the client in educating the different stakeholder's post-implementation. To start off, we browsed the Canine for Disabled Kids website to get a hold on their representation on social media, we also read through the Fall Capstone's report on the feasibility study as well as public information and relevant data related to our stakeholders, including the official government website for the ADA and the American Veterinary Medical Association for their input on this issue.

With the multiple stakeholders, our group wanted to make sure we captured each perspective. Working inside of the ADA and the government's boundaries, we sought advice from Joe O'Brien, former Worcester Mayor and current Clark professor, who has experience in small campaigns and many years in public service. Our group interviewed him to see how best to engage with local government and how to create a successful campaign. We also were provided with a list of further contacts to reach out to that would know more about the specifics of the issue. From there we worked to communicate further with the contacts Joe O'Brien provided, including the local Disabilities Commission and veterinarians. We developed a small series of fundamental questions to ask them to get their point of view on the issue and our efforts.

For all contacts, the questions we asked were:

What is your perspective on service dog fraud - do you see it as a problem?

Here is our proposed solution, do you see it as a realistic solution?

For veterinarians specifically:

Would you do this?

Would you share this with patients by putting up a poster?

Would you be willing to share why this is important to the public?

At the same time, we also looked into small grassroots campaigns. We think service dog fraud can take advantage of social media and consensus. We looked into grassroots movements, through online researching as well as working with Clark librarians. Grassroots movements (often referenced in the context of a political campaign) is one which uses the people in a given district, region, or community as the basis for a political or economic movement. Grassroots

movements and organizations use the collective action from the local level to effect change at the local, regional, national, or international level. Grassroots movements are associated with bottom-up, rather than top-down decision making, and are sometimes considered more natural or spontaneous than more traditional power structures. Using self-organization, they encourage community members to contribute by taking responsibility and action for their community. Grassroots movements utilize a variety of strategies from fundraising and registering voters, to simply encouraging political conversation. Goals of specific movements vary, but the movements are consistent in their focus on increasing mass participation in politics.

The advantages that we can take from grassroots campaigns:

*Social media:*

- Cheap way to organize, produce and engage not just followers but everyone
- Allows for “democratization and interactivity.”
- Building communities across lines
- Using “influencers” (bloggers and activists), that can write about the issue and get people involved

*Facebook:*

- Illicit emotions that provoke anger, awe, and anxiety - invoke one of these in individuals

*Twitter:*

- Using hashtags - helps with decentralized grassroots movements

More specifically, our group plans to help Canine for Disabled Kids provide recommendations on how to standardize the service dog symbol which would entail veterinarians and clerks working together and service dog owner’s getting a tag with their registration on it, that way they are easily identified to the public and the clerk’s office. Based on the input for the

stakeholders contacted and the research conducted, we created some suggested materials to create awareness and to educate all stakeholders including legislators/clerks, the general public, businesses, veterinarians/dog owners and service dog users. The suggested materials include posters, fact sheets, documents specific to stakeholders as well as a veterinarian form, a service dog tag, and stickers for easy access for businesses.

## **Chapter Four Results and Reflection**

### **Research Finding**

In a pilot study in 2017, Professors of Clinical Science at Colorado State University College of Veterinary Medicine created an online survey to convey the general public's perception of service dogs. The group was able to garner 284 usable responses out of 505 respondents. From the survey, it was clear respondents were more comfortable around service dogs in public spaces when compared to therapy or emotional support animals. About 60 percent responded by supporting their presence. 63 percent also felt that people with emotional support animals were not presenting their dogs fraudulently which is a significant number (Peake, 2017)

In better words, this data shows an urgency for educating the general public on the substantial issue of fraud in the emotional/comfort/service dog community. Because the general public does not understand the severity of fraudulence in the assisted dog community despite mass media portrayal of it, the issue continues to be swept under the rug affecting service dog users. Results from this study also suggest there is a widespread misconception about the definitions, rules, regulations, and rights associated with each type of assistance dog. Educating the general public about the different terms will also increase trust and visibility.

When educating the public, research suggests standardizing language and definitions will be crucial for creating further trust and less confusion on the topic. The public also believes a

certification/official national registry of legitimate service dogs will decrease the number of people passing their dogs as service animals illegally (Ibid, 2017). 19 states have begun the process to enact laws cracking down on the issue as well. Moving towards educating instead of punishing is the ultimate solution for solving this issue.

Our general recommendations for getting support on this issue by government officials is to have both veterinarians and non-profit organizations like Canine for Kids come together to create a system or process that will be adopted by local governments. For example, both stakeholders can formulate a document that City Hall's around the country can implement to register service dogs nationally. Veterinarians can also come together and adopt a universal dog tag; service dogs can be required to use to decrease the number of fraudulent users who abuse the service. The American Veterinary Medical Association firmly believes that veterinarians have a crucial role in this issue of faked service dogs and must use their position to help solve the problem (Hauser).

As a Capstone group, we understand we cannot move to a solution until people recognize there is a problem. The major issues facing Canine for Kids and the fraudulent use of service dogs is the lack of education on the different types of dogs. As research has proved, the public is not even aware of the fraudulent usage issue. Thus, we recommend service dog users, businesses, veterinarians, grassroots organizations and even local government to work together to educate the public on the subject and the different types of assistance dogs. To go about our research, we not only collected statistical data, but we also reached out to local stakeholders to find solutions to our problem. We spoke to local veterinarians, service dog users, local businesses, and even government officials. Veterinarians are well aware of the issues of fake service dogs. They, however, currently have no role in legitimizing service animals. Dr. Knesl informed us that

veterinarians could ask what tasks the dog performs but cannot charge more even if it takes longer to examine and do not record information about their patient's disabilities (Knesl, 2018).

Also, Chief Veterinary Officer Dr. Gail Golab informed us of the “opportunity for the profession to be able to do the right thing for these animals and for the clients who own them, it is important for veterinarians to understand the unique needs of assistance animals and customize recommendations accordingly” (Ibid). In regards to emotional support animals, Dr. Cathy Lund, an alternate delegate for Rhode Island, suggested creating a form for veterinarians with bullet points including animal has appropriate temperament, not zoonotic disease risk and the AVMA working towards a form with mental health professionals. Dr. Lund said the problem is that veterinarians are not to be held liable, the liability has to fall on the mental health professionals. In summary, the veterinarian community informed us about dealing with push back on documentation by people who consider it a barrier and unreasonable burden and could “limit access” to the disabilities community (Lund, 2018). People do not see service dog fraud as a problem. The general public believes they are well-behaved dogs and that helps the image of service dogs but “they do not show pieces, they do not work to look good or entertain the public they are working animals” (Ibid).

Moreover, touching on the legislature as our next stakeholder: In 12 states, misrepresenting a service animal is already illegal, and Massachusetts could become the latest state to join them, reports CBS News correspondent Don Dahler. A newly-proposed bill in Massachusetts would make misrepresenting a service animal illegal. If passed, Massachusetts would join the 12 other states where it's already law. The toughest is in California, where the maximum penalty is a \$1,000 fine and up to six months in jail (Dahler).

The ADA requires state and local government agencies, businesses, and non-profit organizations (covered entities) that provide goods or services to the public to make "reasonable modifications" in their policies, practices, or procedures when necessary to accommodate people with disabilities. The service animal rules fall under this general principle. Accordingly, entities that have a "no pets" policy generally must modify to allow service animals into their facilities. This publication provides guidance on the ADA's service animal provisions and should be read in conjunction with the publication ADA Revised Requirements: Service Animals (Ibid).

Our last stakeholder, businesses, we learned to have an essential role in educating the general public on the fraudulent use of service dogs and their definition. We learned that "because the implementation regulations of the Americans with Disabilities Act provide for access to disabled individuals accompanied by a service animal and the definition is clear about what constitutes a service animal, a business has the right to ask questions to determine if a dog meets the definition of "service animal." And the person must answer the questions, known as "credible assurance" (ADA, 2018). Because the Act applies to individuals who are disabled, a business may ask if the dog is a service animal required because of a disability. The type and extent of the disability are irrelevant and, for this reason, no inquiries about the nature or scope of the disability can be concluded. A business may also ask what work or task the animal has been trained to perform (28 CFR Section 35. & 28 CFR Section 36.302(c)(6)) (Ibid).

Apart from conducting statistical research on the various stakeholders, we reached out to stakeholders in the community directly. Joe O'Brien, the former Mayor of Worcester, gave us some recommendations. He advised us that businesses may not want to get involved with this issue. Businesses are often risk-averse with their "customer is always right" mentality. Joe also put us in contact with the Massachusetts Veterinary Association and Massachusetts/Worcester

Disabilities Commission. He advised us to come up with a fact sheet for them that is easily spreadable. He suggested we create a spreadsheet that is all about ease especially with government work and to focus on making positive arguments only (O'Brien, 2018).

While Karen was not an expert on the issue herself - she put us into contact with NEADS and gave us a veterinarian's perspective on the issue despite her busy schedule. Kristin Hartness was immensely helpful, as the Head of Canine for Disabled Kids and a service dog user herself, Kristin recommended working with veterinarians to come up with a document where they would check off rabies shots but also if the patient had a service dog or not. This would possibly decrease service dog fraud because it becomes a crime of intent instead of a convenience. Kristin also shared with us the differences between service dogs and emotional support animals. She touched on the issue of having service dog users with invisible disabilities. Kristin also advised there is a huge problem with companies fraudulently "registering" service dogs online. These online sites look legitimate and work around not breaking the law but still work around it. Lastly, Kristin emphasized the importance of Mass legislators and their efforts to pursue further documentation leading to the tightening of laws. Because Massachusetts has a reputation for being "first" in a lot of progressive policies, it is crucial that they stand on this issue (MassHealth).

### **Learning Points**

**Jemie.** For me, the most prominent learning point regarding our client was the level of engagement already in place by Canine for Disabled Kids. When we reached out to members of the Worcester community, Kristin from Canine for Disabled Kids had already met with local officials to address the issue of fraudulent service dog use, seek additional support from local



universities like Clark to better inform the public, and even ran their own educational platforms to address the issue on their own.

In regards to the fraudulent use of service dogs, I had very little understanding of the different types of assistance dogs. I did not know what made a service dog different from emotional support and what questions I or local business could ask under the ADA to verify that. I also did not know there were such loose restrictions and guidelines for the usage of a service dog. I quickly learned that when laws are not uninformed throughout the country or when a national symbol or object is not in place, it is easy for individuals to abuse services and requirements.

Reflecting on professional development, I was able to put theory into practice. After taking professional communication last semester, I was able to implement many of its themes throughout this capstone. From weekly phone calls, emails, and meetings with my team members, it was essential to keep good but also constant professional communication.

**Kendall.** Taking on the project manager position for the Capstone Team was out of my comfort zone, but it helped further strengthen my organizational and communication skills. I was excited to work on a project I felt passionate about, and I feel incredibly grateful to have worked with a nonprofit like Canine for Kids that is tirelessly dedicated to their cause and filled to the brim with knowledge on the subject; it made the project that much better to work on with this group.

While we had our difficulties getting started, once we established a plan our group worked well together. This project was tough to get started as it was hard to conceptualize, especially as we had some stakeholders to take into account but once we were able to lay something concrete down, we were much more confident in our project. Learning about each

member of our group and their strengths and weaknesses was instrumental to our success, as we worked off of each other and each member felt comfortable expressing their viewpoint and what work they would be best at achieving. This project was great for my professional development as I not only improved my technical skills but working and delegating within a group of people from different backgrounds and perspectives.

**Chang.** This is a challenging project, especially without too much data and materials already in place. In fact, we had no idea where we needed to go in the beginning. Fortunately, we had an enterprising group and members. With the in-depth study of this project, we finally remained on track. We allocated the tasks reasonably to each group member according to their major and personal strengths, and everyone efficiently did their part. More importantly, we engaged in active cooperation during group meetings and social gatherings, which was a great asset to me.

I learned a lot of from the group member and the project. Their friendliness and diligence impressed me deeply and gave me enough help during my tough time. I enjoyed the cooperation time with the group members. Also, the most significant gain came from the project itself. First of all, I did accumulation of substantial service dogs knowledge, many of them I have never touched before, like the difference between the service dog and the emotional support animals and how to identify them. Secondly, I accumulated the experience and the knowledge of marketing by the project. What surprised me more was that I had the opportunity to meet clients face to face and listened to their demands, at the same time, I can provide assisting to them with my expertise. I believe this will be of great help to my future work in related fields. Last but not least, our group consisted of Americans and Chinese. We have different cultural backgrounds and ways of thinking, which is both a challenge and an opportunity for us. We exhibited personal

opinions and enjoyed the exchange of different cultures, which is a wonderful process.

Ultimately, I much believe that this project is helpful to my future career.

**Kaimu:** After doing this project, I learned a lot. Subjectively, we are a great team. All my team members are good people. They want to do something to help people. Therefore, this project is giving us a chance that shares the same goal and works for it. It is my first-time work for an unprofitable organization and the first-time work in an unfamiliar area. There are many difficulties for me to understand this topic such as culture issue, language issue, and policy issue. My team members are good friends and teacher to me. We have good connection and meeting. They help me solve the questions and areas I don't understand. To increase our efficiency, we put the questions and problems together every week. We are not only working together but enjoy it together.

Objectively, before doing this project, when some social problem happened, I'm always thinking about why the government doesn't issue a law for it. We can issue laws to control and restrict people's action. However, law issuing is not as simple as we are thinking, and it is also not the best way to solve a problem. It would influence a lot of people and departments. There are also so many social problem and effect we need to talk about. Therefore, we change to other direction of solving issues. We are improving ourselves from solution seeking and helping each other. It is an essential experience and knowledge for my future work.

**Jiamin.** Looking back to the whole process of our capstone project, I think it helped me a lot to develop my skills. It is my first time doing a project for a real non-profit organization, and it caused some pressure on me. Our group members come from different backgrounds, and I also felt a little nervous at first. So, it was a big challenge for me

Luckily, our group members were so nice and helpful. Through meetings, phone calls, emails, messages and google docs, we cooperated with each other and started to know each other. This experience significantly improved my communication ability and taught me how to communicate with different cultural backgrounds and friends.

Through this project, I also learned lots of new knowledge that I have never known before. I love dogs, and my family too keeps a dog. But I knew very little about service dogs, and I couldn't tell the difference between service dogs and emotional dogs before. We concentrated on this area and different stakeholders' standpoints, such as the general public, veterinarians, legislators, and businesses. We understand the difficulties and want to do some changes.

I am also grateful for our advisor and client. Our advisor gave us suggestions when we felt confused or were met with difficulties. Our clients are so busy with their work schedule but told us their thoughts and requests to help our capstone project. I have learned a lot through this project. It helped me to develop my skills, and I think my future career will benefit from it.

## **Chapter Five: Summary and Recommendations**

### **Recommendations for Practice**

From our research and discussions with stakeholders our recommendations for practice include:

- Engagement through positive arguments instead of negative ones (focusing more on the need than those committing the fraud)
- People will not move to a solution until they can see and understand the problem
- Campaign should have education-based deliverables

- Two part campaign educating on the problem itself and then why people should share responsibility in reducing fraud by asking questions outlined by the ADA

### **Businesses**

- Hard to engage or connect to as primary stakeholders
  - Risk averse
  - Afraid to lose business
  - “Customer is always right” mentality
    - Have to engage general public to really get businesses on board

Deliverable: Stickers – easy to distribute, small, only most important information (two questions outlined by ADA)

### **Government**

- Their focus is on the big picture, want to make sure everything is as done as possible and realistic boundaries

Deliverable: Less overall information, focusing on what to look for, how to tell the difference and the two questions

### **Veterinarians**

- More educated on the issue but not engaged
- Still agree with Fall Capstone’s plan for veterinarians to ask two questions, fill out form and give out SD tag as most feasible – because it changes it from a crime of convenience to a crime of intent, seen as an authority figure and have an established relationship

Deliverable: Not education focused, form with two questions, SD tag

### **General Public**

- Not only unaware of this issue but how to identify a service dog, differences with an emotional support animal
- Overall in support of and respect service dogs work– once engaged would support protections
- Trying to target those who take advantage of the law

Deliverable: Fact sheet, focusing on the fact that service dog fraud is not a victimless crime, informing them of the two questions to ask, differences between the animals and fraudulent websites

### **Future Avenues for Development**

As this project had a time-limit of a semester – here are our recommendations for future work on this issue:

- Sharing fact sheet digitally with Disabilities Commissions across the state – they already have an established credibility, audience and relationship with other stakeholders
  - Could share it with elected officials, clerks
  - Social media campaign
- As veterinarians are a key aspect of the success of this plan, follow up research on their ability and willingness to use a form to sign off on service dogs during rabies vaccination and hold and distribute SD dog tags
- Follow up research on service dog owners to get their thoughts and input on this issue, through our research we found that some are wary of stricter laws that would make it more difficult for them, engaging them in the process could help with implementation and overall success

- Getting the word out there through an op-ed for a local paper, sharing why the issue is important with explanation of service dog use and problem, with constituent, disabilities commissioner, owner and veterinarian perspective – personal anecdotes go a long way with engaging people

### **Summary and Conclusion**

Service dogs play a vital role in people's lives, they not only can save lives by alerting their owners and surrounding people of an impending seizure, high blood sugar or other medical emergency but drastically increase independence and quality of life of their owners. These dogs go through rigorous training certifications, and can do tasks including, opening doors, retrieving items from other rooms, learn to stabilize people with mobility issues, recognize owner's triggers and provide physical and emotional support (tactile stimulation), help keep people, especially kids with an autism spectrum disorder from wandering off ([servicedogsociety.com](http://servicedogsociety.com)). Canine for Disabled Kids works tirelessly not only to match kids with their service dog but promote the importance of service dogs and the protections outlined by the ADA.

As there has been a rise in the number of emotional support animals, the lack of standardized definitions leads people to confuse them with service dogs. While emotional support animals do serve an urgent need, they are not rigorously trained in the way that service dogs are and only provide comfort. As these dogs are less trained, they may act out like pets do in public, and unfortunately, people pair their inappropriate behavior with service dogs, tarnishing their reputation but more so than emotional support animals, people will fake service dogs with their pets, simply because they want them there. On top of this, these dogs do not have the same rights and protections, and only have rights surrounding housing and airplanes (Wisch, 2015). The lack of standardization makes this issue tricky, as the ADA does not require service

dogs to wear any vests or proof of registration, so some people with basic trained pets take advantage of the law thinking it is a “victimless crime” but really make it harder for those with legitimate service dogs to use the space in the future (Lichtenberg, 2012).

Canine for Disabled Kids thoroughly explained the nuances of the ADA and the problems with lack of general knowledge on the issue and on service dogs as a whole. Kristin Hartness gave us a wealth of information, including the work from the previous Capstone groups she had worked with and was incredibly open and flexible with her time. After our initial meeting with Kristin, we realized there were some stakeholders that we needed to engage with for this project to be successful. Our first interview with Joe O’Brien helped immensely and led us in the right direction, to the Worcester Disabilities Commission, Dr. Karen Fine, and NEADS, an organization that trains service dogs and works to improve education. All of these connections helped us craft our deliverables and recommendations in a way that would best engage our stakeholders.

Our research emphasizes the importance of directly working with each stakeholder. The general public and veterinarians are the most responsive to these issues, and to get businesses and the government on board, the general public has to be on board as well. But with the general public, they have to first recognize there is a problem before we can move them to a solution, so we had to take a step back and focus on education before we can see the long-term solution. People respond to positive arguments and personal anecdotes, so our deliverables and recommendations tried to reflect that. In the end, we decided that our project is in a two-part campaign, first on educating people on why this is an issue in the first place, and then why people should be involved in the solution. This is not just an issue for service dog owners, but for everyone in the community. Our focus for the deliverables, were the two questions outlined by



the ADA, as there was minimal to no research about whether people knew about these questions, and they could help increase education and reduce fraud as people would be less likely to answer both questions when faking their service dog.

We ran into some problems throughout this project, communication issues and time constraints were the two big ones. As we only had one semester, it was difficult to get into contact with commissions, veterinarians, and other interested parties, mainly because we spent a good portion of time researching who to contact and their history and once in contact, often played email tag before actually connecting about the issues at hand. Our future avenues for development focus on the problems that we did not get to due to time constraints, including sharing the fact sheet with Disabilities Commissions across the state, as the Worcester one was quite receptive as well as more contact with service dog owners and veterinarians. Through our contact with stakeholders, we found that veterinarians were educated on the issue but not involved or engaged, and they are critical to the long-term execution of the plan. Lastly, we recommended an Op-Ed in a local newspaper, as personal anecdotes tend to get people more interested in an issue, especially if children and dogs are involved. We believe that the previous Capstone's idea on having veterinarians ask the two questions from the ADA, fill out the form and distribute a service dog tag is still the best way to standardize the process, as it would move the issue from a crime of convenience to a crime of intent and they are authority figures with already established relationships with the clientele. Our recommendations and deliverables will help Canine for Disabled Kids in their pursuit of greater enforcement and education surrounding the ADA and service dogs as a whole.

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Appendix

Appendix A: Deliverables



**UNCLEAR ABOUT WHO IS A SERVICE DOG? FEEL UNCOMFORTABLE ASKING?**

**A service dog is...**

One that has been trained **to do work or perform tasks** for someone with a disability – the tasks performed must be **directly related** to the person’s disability.

**Allowed:** Anywhere public is allowed free

**An emotional support animal is...**

One that **provides comfort and support** by companionship. They **do not require** any training for specific tasks and **require a letter** from the mental health professional treating the individual.

**Allowed:** Housing, airplanes

**Service dogs are NOT required to wear any jackets, vests, or proof of registration**

**Service dogs are lifesavers, not pets**

These dogs help children and adults with:

- ❖ Seizure disorders
- ❖ PTSD and Bipolar Disorder
- ❖ Hearing or sight impairments
- ❖ Autism spectrum disorders
- ❖ Mobility issues
- ❖ Many others!

**Allow independence, improve quality of life and save lives!**

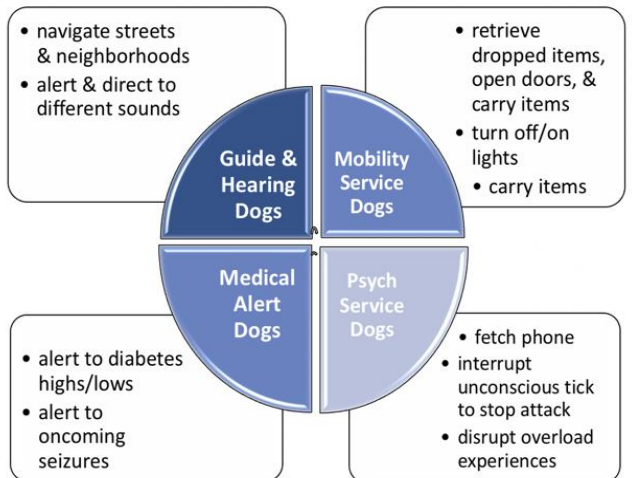
**Service Dog Fraud is not a victimless crime!**

- > We all love our pets but **exploiting the law is only hurting** those with legitimate service dogs!
- > Misbehaving dogs makes it harder for owners to use the space in the future
- > These dogs have special access because they are a **necessity, not** there to entertain the public – **they are working animals!**
- > Websites will try to sell convincing “service dog certifications” - **Beware! These are not real or valid!**

**STILL NOT SURE? ACCORDING TO THE ADA, YOU CAN ASK THESE TWO QUESTIONS:**

**Is this animal required because of a disability?  
What work or task has the animal been trained to perform?**

Tasks including but not limited to:



go to [ADA.gov](http://ADA.gov) for more information





**UNCLEAR ABOUT WHO IS A SERVICE DOG? FEEL UNCOMFORTABLE ASKING?  
ACCORDING TO THE ADA, YOU CAN ASK THESE TWO QUESTIONS:**

**Is this animal required because of a disability?**

**What work or task has the animal been trained to perform?**

**A service dog is...**

One that has been trained **to do work or perform tasks** for someone with a disability – the tasks performed must be **directly related** to the person’s disability.

**An emotional support animal is...**

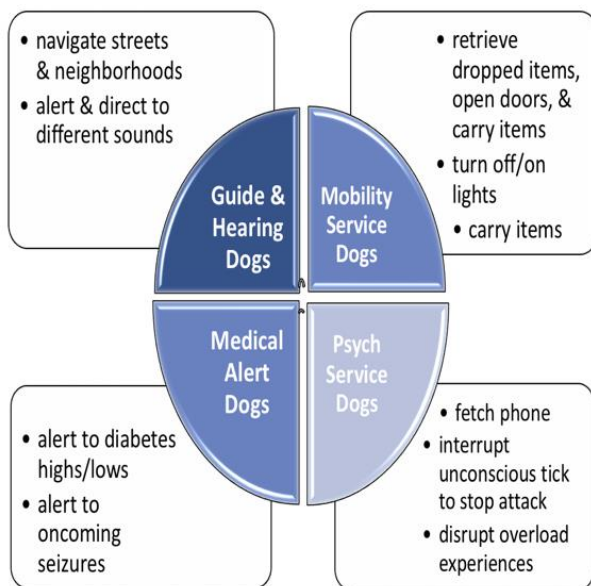
One that **provides comfort and support** by companionship. They **do not require** any training for specific tasks and **require a letter** from the mental health professional treating them.

**Allowed:** Anywhere the public is allowed

**Allowed:** Housing & airplanes

**Service dogs are NOT required to wear any jackets, vests, or proof of registration**

**Service dogs are lifesavers not pets!**



**Service Dog Fraud is not a victimless crime!**

- > We all love our pets but **exploiting the law is only hurting** those with legitimate service dogs!
- > Misbehaving dogs makes it harder for owners to use the space in the future
- > These dogs have special access because they are a **necessity, not a show piece** or working to entertain the public – **working animals!**
- > Websites will try to sell convincing “service dog certifications” - **Beware! These are not real or valid!**



## How You Can Help with Service Dog Fraud

Hey local businesses! Do you often encounter customers with four-legged friends? Many customers with disabilities require the presence of these four-legged friends at all times so we thank you for following the law!



**Under the ADA, here are the two questions you can ask!**

- 1. Is the dog a service animal required because of a disability?**
- 2. What work or task has the dog been trained to perform?**

### Service Dog

A dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to their disability. Allowed anywhere the public can go!

### Emotional Support Animals

Provides comfort and support through companionship but is not specifically trained to perform tasks. Requires letter from their mental health professional, have rights to live in housing and board planes

**If a dog is behaving inappropriately in your business – you have a right to ask them to leave!**

### Things to Watch Out For:

- **Fake Service Dog Certifications and Wear – No official jackets or vests are required!**
- **Disruptive Behaviors – service dogs are incredibly well trained, so any biting, urinating inappropriately or other similar behaviors is most likely not a real service dog**

**Unsure if it is a service dog?  
By law you can ask these questions:**

- ☑ Is the dog a service animal required because of a disability?
- ☑ What work or task has the dog been trained to perform?



*Canine for Disabled Kids- ADA.gov*



**Push to Print Form**

**RABIES VACCINATION CERTIFICATE**  
 NASPHV FORM 51 (revised 2007)

**Push to Reset Form**

Owner's Name & Address <span style="float: right;">Print Clearly</span>		RABIES TAG #	
LAST FIRST M.I.		MICROCHIP #	
NO. STREET CITY STATE ZIP		TELEPHONE #	
SPECIES Dog <input type="checkbox"/> Cat <input type="checkbox"/> Ferret <input type="checkbox"/> Other: <input type="checkbox"/> (specify) _____		AGE _____ Months <input type="checkbox"/> _____ Years <input type="checkbox"/> SEX <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Neutered	
Animal Control License <input type="checkbox"/> 1 Yr <input type="checkbox"/> 3 Yr <input type="checkbox"/> Other _____		SIZE Under 20 lbs. <input type="checkbox"/> 20 - 50 lbs. <input type="checkbox"/> Over 50 lbs. <input type="checkbox"/>	
DATE VACCINATED _____ Month / Day / Year		PREDOMINANT BREED _____ PREDOMINANT COLORS/MARKINGS _____ _____ _____	
NEXT VACCINATION DUE BY: _____ Month / Day / Year		ANIMAL NAME _____ _____ _____	
Product Name: _____ Manufacturer: <input type="text"/> <input type="text"/> <input type="text"/> (First 3 letters)		Veterinarian's Name: _____ License Number: _____ _____ Veterinarian's Signature Address: _____ _____ _____	
<input type="checkbox"/> 1 Yr USDA Licensed Vaccine <input type="checkbox"/> 3 Yr USDA Licensed Vaccine <input type="checkbox"/> 4 Yr USDA Licensed Vaccine  <input type="checkbox"/> Initial dose <input type="checkbox"/> Booster dose		Vaccine Serial (lot) Number _____	

<b>Is this a service dog?</b>		
<b>Questions outlined by the ADA:</b>		
Is the dog a service animal required because of a disability?	Yes	No
What work or task has the dog been trained to perform?	Yes	No
If dog is an <b>emotional support animal</b> , they must get a letter from their licensed mental health professional not a veterinarian		

**Appendix B: Project Charter**

CLARK  
UNIVERSITY



CHALLENGE CONVENTION.  
CHANGE OUR WORLD.

School of Professional Studies



# Project Charter

## Canine for Disabled Kids

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## **Glossary of Terms in a Project Charter**

This glossary defines key terms used in this document. Although some of the terms will have slightly different definitions outside of this project, this glossary defines the meaning within this initiative.

**Assumption** – An item taken to be factual even though that fact has not been confirmed. Wherever possible the accuracy of assumptions is validated during the project

**Constraint** – An unchangeable condition that impacts the project.

**Contingency** – An activity, budget or time period that is held in reserve in order to minimise the impact that a risk has on the project if that risk is realised

**Major Stakeholder** – One of the key interested parties and decision makers in the project.

**Mitigation** – An activity that is undertaken to minimise the impact and /or the likelihood of occurrence of an adverse risk or to maximise the impact and /or the likelihood of occurrence of a positive risk

**Project Charter** – This document. The document that authorises the project and sets out the framework for what is to be done and how it is to be managed.

**Project Manager** – The person responsible for the management of the execution of all work items.

**Required End State** – The definition of what constitutes a completed project.

**Risk** – An uncertainty that may impact the project in either a positive or negative manner if it occurs.

**Scope** – The sum of the changes to be made in order to achieve the Required End State.

**Steering Committee** – The group of people responsible for making major decisions on the project.

## **1 Project Overview**

### ***1.1 Introduction***

In recent years, as the rights and values for individuals with disabilities increases, so does the need for service dogs and their benefits to this community. The ADA definition of a service dog contains four aspects: (1) individually trained to do work (2) perform tasks for people with a disability (3) the work or task must be directly related to the person's disability (4) comfort or emotional support dogs do not qualify as a service dog. However, due to the lack of normative and unified service dog symbols and/or operable federal regulations, the public and enforcement officers have a difficult time distinguishing service dogs in public spaces. Moreover, many use regulation loopholes to falsely claim that their pet dog is a service dog and usurp unauthorized access to the rights of the disabled community. For example, the service dog jacket is one of the important symbols to distinguish service dogs, but the public can buy it from online stores. The ADA gives limited rights to enforcement officers on inquiries regarding service dogs. In fact, officers can only ask two questions to identify if the dog is for service or not. This greatly increases the work difficulty for enforcement officers and challenges the legitimate rights of service dogs and their owners. Our group hopes to create marketing materials to help Canines for Disabled Kids assist individuals with the identifying of service dogs from comfort dogs. The marketing materials we will create will aid the client in educating the different stakeholders post implementation. More specifically, our group plans to help Canine for Disabled Kids provide recommendations on how to standardize the service dog symbol which would entail veterinarians and clerks working together and service dog owner's getting a tag with their registration on it,

that way they are easily identified to the public and the clerk's office. Our group would also create awareness and suggested materials educating all stakeholders including legislators/clerks, general public, businesses, veterinarians/dog owners for and service dog users. The Canine for Disabled Kids Capstone Team will not work explicitly with the stakeholders involved but will advise Kristin for her future work.

## ***1.2 Major Stakeholders***

**School of Professional Studies:** One of the disciplines at Clark University, providing academic guidance and advice to the project team members and monitoring the progress of the project/ and giving feedback to the client.

**Canine for Disabled Kids Organization:** The client and non-profit organization working to increase the independence of children with disabilities and their families by promoting service dog partnerships. The point of contact, Kristin will provide necessary information to the project team and also monitor its progress.

**Canine for Disabled Kids Project Team:** Responsible for planning and developing the service dog marketing project that will educate the different stakeholders through our final project, including suggested materials. This stakeholder will establish an efficient and smooth communication channel with the client and the advisor.

**Stakeholders below are not directly involved in our project, but are involved in the overall mission of Canine for Kids in increasing the awareness of the distinction service dogs and emotional support animals and their individual rights.**

**Veterinarians:** The Fall 2017 Capstone Team interviewed local Veterinarians about the logistics of standardizing service dog paperwork and the possibility of a "service dog tag" that would have SD followed by the registration number for easy identification and would be handed out only by the veterinarians. Out of all the stakeholders, veterinarians would most likely be the ones willing to help and have the knowledge of service dogs, their rights and have pre-existing relationships. Therefore, veterinarians are crucial for this plan's success and our team hopes to find a way to engage them in this process.

**Service Dog Users:** As the major stakeholder in our project, service dog users are experiencing embarrassing situations. The people do not realize the severity of lying and misusing service dog rights. These behaviors are seriously damaging the rights and interests of the real service dog users. Our team hopes to establish a relatively safe and fair environment for the real service dog users through this project and to strengthen public awareness on the consequences of the service dogs misuse.

**Legislators:** Service dogs are entitled to access by the Americans with Disabilities Act(ADA), while emotional support/comfort dogs are not protected under the federal statute or to the same rights. Currently, there is no federal certification of service dogs. Dogs that provide emotional support or fake Although the Canine for Disabled Kids is a non-profit organization, the business

plan and dissemination are still important. An effective dissemination strategy will help people have a good understanding about what is service dog and give them the guidance of dog using. We are planning to redesign or improve their websites and facebook page. We also want to set up an account on other social media and make them connect to each other. We hope we can make a video for Canine for Disabled Kids and put this video on YouTube. We will also put the link which could connect to that video on the social media account. Another plan is to talk with these teachers who work at junior school and junior high school ta local area. We want to help these teachers understand how these service dogs work and how useful of them for disabled kids. Instead of us, they will talk with these kid who really need service dog.service dogs posing as service animals cause the general public to question the legitimacy of all service dogs. With the difficulty of differentiate between service dos and emotional support/comfort dogs, legislators are influencing to change around the licensing of service dogs to include an identifiable license starting with the letters “SD” preceding the tag number. This will act as a mechanism for accurate identification by stakeholders.

**Businesses:** Although the Canine for Disabled Kids is a non-profit organization, the business plan and dissemination are still important. An effective dissemination strategy will help people have a good understanding about what is service dog and give them the guidance of dog using. We are planning to redesign or improve their websites and facebook page. We also want to set up an account on other social media and make them connect to each other. We hope we can make a video for Canine for Disabled Kids and put this video on YouTube. We will also put the link which could connect to that video on the social media account. Another plan is to talk with these teachers who work at junior school and junior high school ta local area. We want to help these teachers understand how these service dogs work and how useful of them for disabled kids. Instead of us, they will talk with these kid who really need service dog.

### **General Public: Jemmie**

The general public is oblivious to the rights of the disabled community that utilizes the service dog service/right. Educating the general public on the importance of protecting the service/right for this community is crucial. Also educating the public on the difference between the service dog and the comfort dog through marketing materials in pet stores and veterinarian offices is of essence. Helping the client brainstorm a potential Dog Convention for people with dogs in Massachusetts and using that setting to educate the general public on comfort dogs vs. service dogs is one idea. We expect to engage boundaries with the general public by only creating templates and educational materials for the client which they will then use and disseminate to the general public. Our goal is to reach the general public but with the client actually engaging with them.

## ***1.3 Document Purpose***

- ***The desired end state.***
  - (1) Will emphasize the right of service dogs and their owners.
  - (2) Marketing materials will diffuse the confusion of identifying service and comfort dogs

(3) Create plan to work on eliminating the abuse of service dog rights and provide recommendations for reaching out to legislators, general public and veterinarians

- ***The project scope***

- (1) Use available data and information from the Fall Capstone to help form recommendations on best ways to engage stakeholders and to standardize service dog symbol for Kristin
- (2) Identify ways to help all stakeholders distinguish service dogs from emotional support animals and understand their rights
- (3) Come up with suggestions to help raise awareness and education of service dog laws and regulations.
- (4) Give opinions and suggestions regarding the official website.
- (5) Create sample forms for veterinarians and clerks to use to help keep track of service dogs

- ***Assumptions, constraints and risks.***

- 1) There will be a detailed marketing plan to be as successful as possible
- 2) This project will only last the semester and must operate under the funding and rules outlined by the government
- 3) There will not be full implementation of our solutions to the stakeholders

- ***Communications and structure.***

The project team will establish a smooth communication channel with our client and adviser through email, phone calls, and text message to ensure that we have information on time. At the same time, the project team will have one or two group meetings per week to discuss the current risks, difficulties, and progress of the project. Lastly, team members will also provide feedback to ensure the smooth progress of the project outside of our weekly meetings.

Kendall as the team leader will lead the project team to complete all tasks on time and couple back our achievements to client and adviser. As a member of the project team, (Kendall, Jemmie, Jiamin, Kaimu, Chang) we will work cooperatively and give full play to our strengths and expertise to complete the task to our best ability.

- ***Roles and responsibilities.***

- Kendall: the team leader, will communicate with client and adviser; will lead team and assign tasks to team members on time.
- Project Team: will achieve tasks on time, respond quickly, and bring up any issues they encounter; Also responsible for completing their parts at the best of their abilities.

## **2 Project End State and Scope**

## 2.1 *Required End State/ Success Criteria*

Once we consistently produce marketing materials and advise Canines for Kids in the next 3 months, public awareness should be expected to increase on the use of service dogs at the local level after implementation. We will define our success through feedback on client and stakeholder satisfaction. After our final project and implementation, the client could measure success in creating further awareness of service dogs in these ways: analyzing through social media usage, the amount of people who are now using the service and/or understand the difference between service and comfort dogs and also by gaining feedback from the stakeholders involved.

## 2.2 *Project Scope*

The project scope details the work to be taken in order to achieve the end state.

Work Area	In Scope	Out of Scope
Systems	Provide suggestions on website content	Implementation
Process	Sharing ideas on how to market service dogs for Canine for Kids, businesses, the public sector, users, and veterinarians.	Disseminating marketing materials to all stakeholders
Trainings	Create marketing materials that are effective at training both at local and state level	Success at state level
Laws	Recommendations to help enforce and educate on the misuse of service dog rights ie: Creating sample paperwork to ease their jobs	Actually enacting laws/ getting them approved
Public Policy	Creating recommendations for political awareness materials	Contacting political groups and getting them on board
Public Relations	Creating materials for the general public	Cost-benefit analysis
Private Sector	Creating materials for businesses	Cost-benefit analysis/ Implementation

### **2.2.1 Change Management (Approved by all stakeholders, overview, explanation, analysis of impact, and recommendation)**

#### Potential Management Changes:

- Team Leader
- Meetings with Adviser
- Meetings with Client
- Meetings as a group
- Designated tasks

### **3 Assumptions**

- The project will be completed on an estimated schedule.
- The project will not change in scope.
- The resources are identified and will be available upon request
- The public generally will allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go.

### **4 Constraints**

- Team members must complete the project within normal working hours.
- Not getting support from local community members.
- Problems with differentiating service dogs from emotional support/comfort dogs.
- The city/town clerk's different level of knowledge/training of federal laws regarding service dogs.

### **5 Risks**

- Currently, there is no accurate representation of the actual number of service dogs in the Commonwealth to convince legislators of the significance of this issue.
- Potential legal ramifications resulting from requiring documentation of a owner's disability/storage of protected health information.
- Putting extra work on veterinarians and government clerks by having them fill out the forms and give out the service dog tags

### **6 Communication Strategy**

- We set up a meeting schedule to ensure we can have enough communication before every meeting. We meet once or twice per week.
- We summarize and analyze the viewpoint which we come up with at meeting and it must be accepted by all team members before implemented.
- We will keep strong connection with client and adviser. Receive feedback from them with periodical talking and meetings to help us finish the project effectively
- We are also planning to meet with veterinarians to get their take on the issue with service dogs

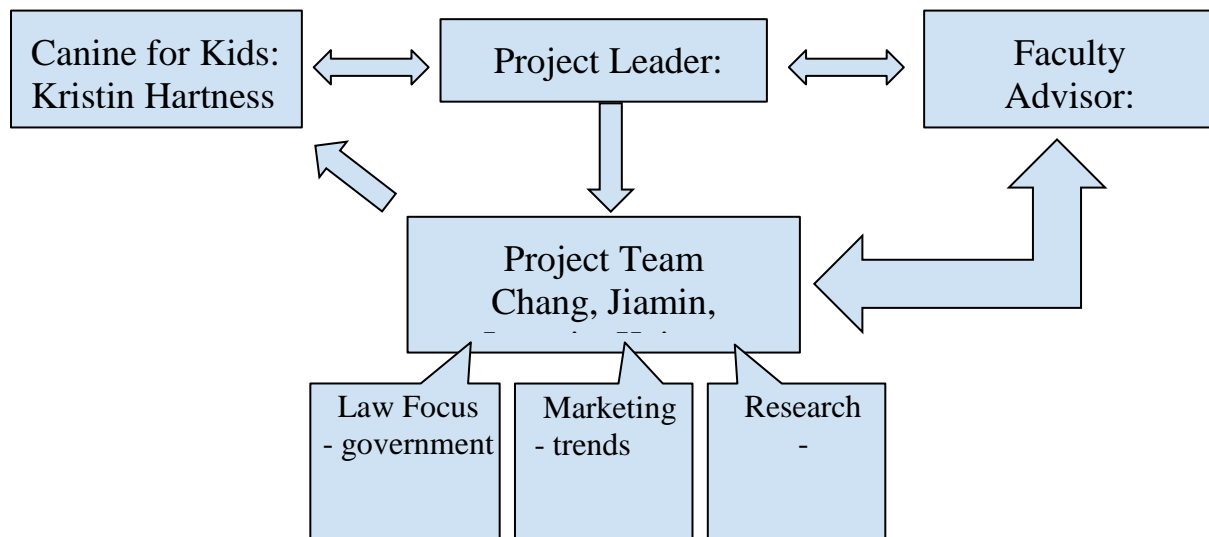


- We are also planning to meet some customer who is under canine service to get more detailed information for assessing current situation.
- We will have regular status reports that will keep all involved stakeholders informed, frequency to be determined.
  - o Summary of actions planned in reporting period and actions completed in reporting period, with explanation of variances
  - o Actions planned for upcoming reporting period
  - o Current issues
  - o Current risks
  - o Other information as needed

## 7 Project Structure

The project structure is in flux, but this a tentative structure. As the team leader, Kendall will have the most contact with the client, emailing, scheduling and planning. The project team will have communication with Canine for Kids as well during scheduled meetings as well as the with our advisor, Richard Aroian.

In trying to make this project as successful as possible, the project team has three major focuses, in order to play into everyone's strengths and experience. This may change, grow and develop throughout the process as well.



## 8 Stakeholder Commitments

### 8.1 Stakeholder Commitments

- *Decisions regarding project must get consensus from all stakeholders involved.* This does not necessarily mean that everyone has to fully agree with every decision, but that all stakeholders are fully informed and can support the decision.

- *Stakeholders must respond to decisions (via email etc.) promptly, preferably within one to three business days. Along those lines, project team members will respond to emails and other communications within 24 hours.*
- *Stakeholders must sign off/make their decisions within three business days of submission. If stakeholder cannot provide sign off, they must communicate their problems and what would need to change for approval within same period of time.*
- *If a stakeholder is not available they will provide an alternate or agree with the decisions the rest of the stakeholders make during that time.*
- *Stakeholders promise to work to the best of their ability to achieve the desired end state of the project. Similarly, if a stakeholder has a problem with another member they will communicate that problem to the group.*
- *Stakeholders agree to be conscious of their own perspective and how it may differ from others.*

**9 Roles & Responsibilities/RASCI Chart (Everyone)**

**Responsible** – The role(s) that is expected to complete the work

**Accountable** – The role that is expected to ensure that the work is completed (escalation point)

**Sign-Off** – The role(s) that is expected to approve the work

**Consulted** – The role(s) that is consulted on/contributes to the completion of the work

**Informed** – The role(s) that receives the output of the work and/or receives status reports on the progress of the work

	Roles / Responsibilities			
	Project Manager	Individual Stakeholder	Project Team	C u s t o m e r
Project charter including end state and scope	R	C	R, I	I
Project management and control	R	C	C	C
Project communication	R		C, I	C, I

Project planning	R	C	R, C	C
Resource allocation	A	R	C	I
Problem identification and analysis	A		R	C
Problem resolution	R		C	C

## 10 Measures of Success

This section of the project charter should detailed measurements that will indicate that the project is a success. The following table provides examples of measures of success that teams can decide are appropriate for their projects.

<b>Project Performance Dimensions by Project Success Factor</b>	
<b>Project Outcomes</b>	<b>Measure of Success</b>
<b>Agreements</b>	Meeting schedule expectations Finishing Project on time
<b>Customer Success</b>	Satisfaction Deliverables Meeting customer needs
<b>Project Teams</b>	Members experience personal growth Highly motivated team Loyal to project Satisfied with client

## 11 Stakeholder Sign-off

This project charter has been signed off by the following stakeholders:

<u>Name</u>	<u>Title</u>	<u>Date</u>
-------------	--------------	-------------

<u>Name</u>	<u>Title</u>	<u>Date</u>
-------------	--------------	-------------

<u>Name</u>	<u>Title</u>	<u>Date</u>
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Project Team Members:

<u>Kendall Harcourt</u>	<u>Project Leader</u>	<u>2/6/18</u>
Name	Title	Date

<u>Jemie Tejada</u>	<u>Project Member</u>	<u>2/6/18</u>
Name	Title	Date

<u>Chang Liu</u>	<u>Project Member</u>	<u>2/6/18</u>
Name	Title	Date

<u>Jiamin Gu</u>	<u>Project Member</u>	<u>2/6/18</u>
Name	Title	Date

<u>Kaimu Liu</u>	<u>Project Member</u>	<u>2/6/18</u>
Name	Title	Date


**Appendix C: Final Presentation Slides**

CANINE FOR DISABLED KIDS AWARENESS  
CAMPAIGN RESEARCH AND IMPLEMENTATION  
PLAN  
SPRING CAPSTONE 2018




**CLARK  
UNIVERSITY**

Kendall Harcourt, Jiamin Gu, Chang Liu, Kaimu Liu & Jemmie Tejada




### Acknowledgements

Thanks to Kristin Hartness, Joseph O'Brien, Audrey Trieschaman from New England Assistance Dogs, Dr. Karen Fine, Jayna Turcek from the Worcester Disabilities Commission, the Fall Capstone Group, and last but not least, our advisor Richard Aroian **for their support, guidance and knowledge!**


### Background Information

- **Service Dogs are...**  
individually trained to **do work or perform tasks** for people with disabilities, the work must be **directly related** to the person's disability
- Cost ~\$25,000 to train & 1-2 years
- 50%-70% drop out rate
- Protected by the ADA
- Allowed anywhere the public is normally allowed to go at no extra cost




### Background information

- **Emotional support animals...**  
provide comfort and support by companionship, they require a letter from the mental health professional treating the individual
- Protected by the Fair Housing Act
- Not trained for specific task
- Allowed to live in housing and board planes



### Background Information

- In 2017, a pilot study found that **63%** of people are unaware of the fraudulent use of service dogs
- Our partnership with the Worcester non-profit Canine for Disabled Kids working to increase awareness of service dog fraud



	Basic Plus Kit \$79	Complete Kit \$159	Complete Plus Kit \$179	Deluxe Kit \$199
Lifetime Registration of Dog	✓	✓	✓	✓
Certificate and ID Card	✓	✓	✓	✓
Additional ID Card	✓	✓	✓	✓
Service Dog Tag	✓	✓	✓	✓
Additional Service Dog Tag	Optional	Optional	Optional	✓
Electronic Copy of Certificate and ID Card	Optional	Optional	Optional	✓
Service Dog Leash	Optional	Optional	Optional	✓
Service Dog Collar	Optional	Optional	Optional	✓
Service Dog Pouch	Optional	Optional	Optional	Optional
Service Dog Vest	Optional	✓	✓	✓

### Project Purpose

- ADA allows public to ask two questions

**"Is the dog a service animal required because of a disability?"**

**"What work or task has the dog been trained to perform?"**

- People think "faking" a service dog is a victimless crime
- Only hurts community

### Recommendations for Implementation

- Engagement through positive arguments not negative ones
- People will not move to a solution until they can see and understand the problem
- Campaign should have education-based deliverables
  - Two part campaign
- Fall Capstone plan with veterinarians filling out form for clerks most viable

### Recommendations for Further Development

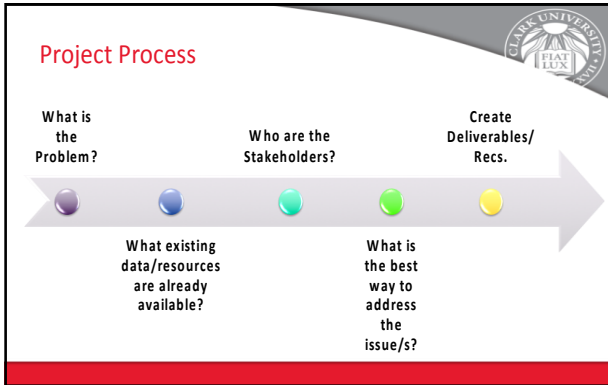
- Sharing fact sheet digitally with Disabilities Commissions across the state
  - Social media campaign
- Getting the word out there through an op-ed for a local paper

### Recommendations for Further Development: Follow Up Research

- Veterinarians as they are a key aspect of the success of this plan
- Service dog owners to get their thoughts and input on this issue
- Businesses to better gauge their awareness level and needs to engage in solution

### Project Goals

- Create education based marketing campaign plan for Canine for Disabled Kids to use in their future work on service dog awareness
- Continue the conversation on the issue with members of the community
- Come up with future materials that would better engage the public and address the issue



## RESEARCH ON STAKEHOLDERS


  
**CLARK UNIVERSITY**
  
CHALLENGE CONVENTION. CHANGE OUR WORLD.

### Veterinarians

- More educated on service dogs and issues with fraud but not engaged
- Currently no big role with service dogs but as authority figure could help educate, reduce fraud and standardize
  - AVMA trying to get more veterinarians on board

### Government

- Focus is on the big picture
- Want to make sure everything is as complete as possible
- Realistic boundaries
- Rising trend of stricter laws
  - California and 12 other states

### Businesses

- Hard to engage or connect as primary stakeholders
  - Risk averse
  - "Customer is always right"
- Engage general public to get businesses on board

### Issues in our Project

- Time constraints
- Communication issues
- ADA limitations
- Dependability on stakeholders



### Issues in the Industry

- Lack of complete information
- No standardization or governmentally recognized wear
- Lack of education or understanding
- Lack of enforcement
- Sensitivity of topic
- Invisible vs. visible illness service dogs

### Implications

- Greater public awareness with our recommendations
- Aid respective stakeholders by addressing the issue through education
- Further recognition of distinct disability needs

### Suggested Materials: Fact Sheet

### Suggested Materials: Fact Sheet

### Service Dog Fraud is not a victimless crime!

> We all love our pets but **exploiting the law is only hurting those with legitimate service dogs!**

> Misbehaving dogs makes it harder for owners to use the space in the future

> These dogs have special access because they are a **necessity, not a show piece** or working to entertain the public – **working animals!**

> Websites will try to sell convincing "service dog certifications" – **Beware! These are not real or valid!**

### Service Dog Fraud is not a victimless crime!

**UNCLEAR ABOUT WHO IS A SERVICE DOG? FEEL UNCOMFORTABLE ASKING?**

**A service dog is...**  
One that has been trained to do work or perform tasks for someone with a disability – the tasks performed must be directly related to the person's disability.  
Allowed: **Anywhere public is allowed free**

**An emotional support animal is...**  
One that provides comfort and support by companionship. They do not require any training for specific tasks and require a letter from the mental health professional treating the individual.  
Allowed: **Housing, airplanes**

> Websites will try to sell convincing "service dog certifications" – **Beware! These are not real or valid!**

**DID YOU KNOW...**

UNCLEAR ABOUT WHO IS A SERVICE DOG? FEEL UNCOMFORTABLE ASKING? ACCORDING TO THE ADA, YOU CAN ASK THESE TWO QUESTIONS:

Is this animal required because of a disability?  
 What work or task has the animal been trained to perform?

**A service dog is...**  
 One that has been trained to do work or perform tasks for someone with a disability. The tasks performed must be directly related to the person's disability.

**An emotional support dog is...**  
 One that provides comfort and support by companionship. These dogs do not require any training for specific tasks and require a letter from the mental health professional treating them.

**Allowed:** Anywhere the public is allowed  
**Service dogs are NOT required to wear any jackets, vests, or proof of registration**

**Service dogs are lifelines not pests!**

- weight, stress, & high-pressure
- alert & direct to differences
- Guide & Hearing Dog
- Mobility Support Dog
- Medical Alert Dog
- Alert to danger: fire, smoke, high tones
- Alert to allergies
- Alert to seizures
- Alert to low battery
- Alert to low fuel
- Alert to low gas
- Alert to low oil
- Alert to low water
- Alert to low fuel
- Alert to low oil
- Alert to low water

**Service Dog Fraud is not a victimless crime!**

- We all love our pets but exploiting the love is really hurting those with legitimate service dogs!
- Misbehaving dogs makes it harder for owners to use the space in the future.
- These dogs have special access because they are a necessity, not a show piece or working to entertain the public - working animals!
- Beware! Will try to sell convincing "service dog certifications". Beware! These are not real or valid!

Suggested Materials:  
Government Sheet

**How You Can Help with Service Dog Fraud**

Hey local businesses! Do you often encounter customers with four-legged friends? Many customers with disabilities require the presence of these four-legged friends at all times so we thank you for following the law!

**Under the ADA, here are the two questions you can ask!**

1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?

**Service Dog**  
 A dog that has been individually trained to do work or perform tasks for an individual with a disability. The tasks performed by the dog must be directly related to their disability. Allowed anywhere the public can go!

**Emotional Support Animals**  
 Provides comfort and support through companionship but is not specifically trained to perform tasks. Requires letter from their mental health professional, have rights to live in housing and board planes.

**If a dog is behaving inappropriately in your business – you have a right to ask them to leave!**

**Things to Watch Out For:**

- Fake Service Dog Certifications and Wear – No official jackets or vests are required!
- Disruptive Behaviors – service dogs are incredibly well trained, so any biting, urinating inappropriately or other similar behaviors is most likely not a real service dog

Suggested Materials:  
Business Sheet

**How You Can Help with Service Dog Fraud**

Hey local businesses! Do you often encounter customers with four-legged friends? Many customers with disabilities require the presence of these four-legged friends at all times so we thank you for following the law!

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**RABIES VACCINATION CERTIFICATE**  
 (NADPH FORM 11 (REVISED 2017))

Client's Name & Address: \_\_\_\_\_  
 Print Clearly: LAST, FIRST, M.I. STREET, CITY, STATE, ZIP

NO. \_\_\_\_\_

SPECIES: Dog  Cat  Ferret  Other

AGE: \_\_\_\_\_ Months  Years

SEX: Male  Female  Neutered

Animal Control License: \_\_\_\_\_

DATE VACCINATED: \_\_\_\_\_

Manufacturer: \_\_\_\_\_

NEXT VACCINATION DUE BY: \_\_\_\_\_

Month / Day / Year

**Is this a service dog?**

Questions outlined by the ADA:

Is the dog a service animal required because of a disability? Yes No

What work or task has the dog been trained to perform? Yes No

If dog is an emotional support animal, they must get a letter from their licensed mental health professional not a veterinarian

Sample  
Veterinarian  
Sheet

**How You Can Help with Service Dog Fraud**

Hey local businesses! Do you often encounter customers with four-legged friends? Many customers with disabilities require the presence of these four-legged friends at all times so we thank you for following the law!

**Under the ADA, here are the two questions you can ask!**

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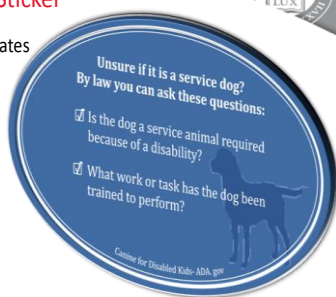
**If a dog is behaving inappropriately in your business – you have a right to ask them to leave!**

**Things to Watch Out For:**

- Fake Service Dog Certifications and Wear – No official jackets or vests are required!
- Disruptive Behaviors – service dogs are incredibly well trained, so any biting, urinating inappropriately or other similar behaviors is most likely not a real service dog

Suggested Materials: Sticker

- Create awareness and educates on the issue
- Inexpensive
- Easy to distribute
- Visible





### Suggested Materials: Service Dog ID Tags

- Help to standardize service dogs with symbol
- Inexpensive
- Visible but keeps information private

Insert picture of service dog tag here



### Potential Costs

- Dog tags
  - \$3.7/single on amazon
  - In bulk available at 30 cents/tags
- Sticker
  - \$3.29/piece, size: 7.1"x4.4"
  - In bulk available at ~2 cents/tag
- Fact sheets for stakeholders
  - 30 cents/page
  - \$35/50 sheets – \$97/100
  - Discounts online for nonprofits



### In Conclusion

- Need to create public awareness on service dog usage and fraud
  - Distinct disability community needs
- Continuing with Fall Capstone recommended plan
  - Veterinarians adopting form to sign off
  - City Hall implementing service dog tag



### In Conclusion

- Sharing fact sheet digitally with disabilities commissions across the state
- Further research
  - Engaging business, service dog owners, veterinarians
  - Study on progress of service dog awareness and fraud

## **Appendix D: Monthly Reports**

### **First Monthly Report: Canine for Disabled Kids**

In recent years, as the rights and values for individuals with disabilities increases, so does the need for service dogs and their benefits to this community. The ADA definition of a service dog contains four aspects: (1) individually trained to do work (2) perform tasks for people with a disability (3) the work or task must be directly related to the person's disability (4) comfort or emotional support dogs do not qualify as a service dog. However, due to the lack of normative and unified service dog symbols and/or operable federal regulations, the public and enforcement officers have a difficult time distinguishing service dogs in public spaces. Moreover, many use regulation loopholes to falsely claim that their pet dog is a service dog and usurp unauthorized access to the rights of the disabled community. For example, the service dog jacket is one of the important symbols to distinguish service dogs, but the public can buy it from online stores. The ADA gives limited rights to enforcement officers on inquiries regarding service dogs. In fact, officers can only ask two questions to identify if the dog is for service or not. This greatly increases the work difficulty for enforcement officers and challenges the legitimate rights of service dogs and their owners.

Our group hopes to create marketing materials to help Canines for Disabled Kids assist individuals with the identifying of service dogs from comfort dogs. The marketing materials we will create will aid the client in educating the different stakeholders post implementation. More specifically, our group plans to help Canine for Disabled Kids provide recommendations on how to standardize the service dog symbol which would entail veterinarians and clerks working together and service dog owner's getting a tag with their registration on it, that way they are easily identified to the public and the clerk's office. Our group would also create awareness and

suggested materials educating all stakeholders including legislators/clerks, general public, businesses, veterinarians/dog owners for and service dog users. The Canine for Disabled Kids Capstone Team will not work explicitly with the stakeholders involved but will advise Kristin for her future work.

We have divided up work with a online google document, and track progress and check off work we have done. Each week we meet and decide what we should get done for that week and what to discuss with our advisor if necessary. So far, we have divided work up evenly with the project charter each taking sections and then discussing them and going through to document together to make changes. As we started basic research, we each took an important stakeholder and did basic internet research on them, how to possibly engage them and their history with service dogs. We will continue this pattern and plan to come up ways to learn more about the stakeholders involved and their stance and knowledge level of service dogs. One idea is to come up with some interview questions for service dog users and potentially work through Kristin to get the answers.

In the last few weeks, our team has been in direct communication with Kristin, the client, via emails and in-person meetings. After our last meeting, we were able to gain a better understanding of our client's expectations of us. Kristin expects us to engage with the various stakeholders by creating materials that will help ease the use of service dogs for members of the disabled community and to assist in differentiating service dogs from comfort dogs. In addition, we hope to gain additional information on service dog users and access to existing data from our client. Already in the final stage of our Project Charter, we would also benefit from client feedback on the Project Charter. Moving forward, we would want our client to help us connect to service dog users to help understand how this stakeholder group perceives the issue.

Firstly, we reviewed the materials that the Fall 2017 Capstone team provided. We believe we gained useful information from it. Then we browsed the website of “Canines for Disabled Kids” and their Facebook account to begin our recommendation process. We also searched relevant data and public information related to our stakeholders, such as the American Disability Act official website, and the American Veterinary Medical Association for their input on this issue. We will continue this search to better understand the stakeholders involved and how we can most effectively address Canine for Disabled Kids’ issues.

We are still trying to fully understand and define our scope of the project and all of the stakeholders involved, even if we won’t be directly interacting with them. We are also still working on how to operationalize our goals and how to find the research that we need to be effective as possible. More specifically we are struggling with how to get information on the general public’s feelings on service dogs and their level of knowledge. Lastly, we just have to get going to really dive into the research and possibly look at studies done in the past on engaging each of these stakeholders and coming up with an effective implementation plan to distinguish service dogs.

### **Monthly Report Two**

We have made significant progress since our last monthly report. We established a clear path and direction, got a number of our deliverables done and met/set up meetings with experts in our stakeholder fields. We are feeling good about our progress but are feeling the pressure as get closer to the end of April when we have to present and finish the paper. There have not been any major bumps in the road beside some minor scheduling conflicts and email communications and are on track to finish on time with presentable work.

Our meeting with Joe O'Brien went smoothly and exceeded our expectations. He was incredibly helpful in offering his insight on the governmental/legislative perspective on the issue as well as advice on the other stakeholders and possible contacts to reach out to. Joe noted that it is hard to get anything done within the government, so doing as much as possible to show the completeness of the project will help Kristin with her long-term goals. He noted that focuses on businesses would be a rough road as they will be hesitant to ask the questions outlined by the ADA and afraid of the blowback with customers. Often people do not want to get involved and risk-averse with the "customer is always right" attitude, but we are hoping our deliverables will help inform them, and at the very least they will be more knowledgeable about service dogs and their training and significance. Joe had experience with grassroots campaigns and emphasized the importance of people recognizing the problem before moving them to a solution, so our deliverables are more focused on getting people to acknowledge the problem. He also gave us a contact in the Massachusetts Veterinary Association and the Worcester Disabilities Commission, and we have been in contact with both through email to get their thoughts on this issue and feedback on our efforts.

Our team has hit a groove, and we are working efficiently together, meeting twice weekly either in person or over the phone to discuss our progress and maintain open communication. We have some deliverables done, including a fact sheet for the general public and a more government specific one, stickers for businesses, general posters and financial research on estimates to how much this might all cost. We now have time set up to talk to two veterinarians to get their feedback and expertise in the next week to include in our final paper and suggestions. Our biggest struggle right now is maintaining contact with Kristin as they are moving offices, so it is hard to stay in touch and get her thoughts. Overall, we are making good progress and working well together!