



**Remote/Online PAWS Your Stress therapy dog program process evaluation report:  
September – December 2020**

Prepared by: Shaneice Fletcher-Hildebrand

Prepared for: The PAWS Your Stress team

February, 2021

## Table of Contents

---

<b>Executive Summary</b> .....	<b>3</b>
<b>Program overview</b> .....	<b>4</b>
<b>Process-related Program Targets</b> .....	<b>5</b>
A. Revised Program Logic Model .....	<b>5</b>
B. Initial Process-related Targets/Expectations .....	<b>6</b>
<b>Program Operation</b> .....	<b>7</b>
A. Session Promotion/Advertising .....	<b>8</b>
B. Demographics .....	<b>8</b>
C. Technical Functioning .....	<b>9</b>
D. Session Activities .....	<b>9</b>
E. Participant Engagement .....	<b>11</b>
F. Satisfaction .....	<b>13</b>
G. Program Feedback .....	<b>18</b>
<b>Qualitative interviews</b> .....	<b>24</b>
A. Program Advertising .....	<b>26</b>
B. Target Audience .....	<b>27</b>
C. Program Purpose .....	<b>29</b>
D. Remote Program Contributions .....	<b>32</b>
D. Program Feedback and Impact .....	<b>33</b>
<b>Social Media Analysis</b> .....	<b>38</b>
A. Instagram and Facebook at a Glance .....	<b>39</b>
B. Instagram and Facebook Comments .....	<b>41</b>
<b>Conclusions</b> .....	<b>42</b>
A. Summary .....	<b>42</b>
B. Limitations .....	<b>42</b>
C. Future directions .....	<b>43</b>
<b>Appendices</b> .....	<b>44</b>
A. Partial Program Logic Model .....	<b>44</b>
B. SurveyMonkey Questionnaire Questions .....	<b>45</b>
C. Qualitative Interview Informal Consent Form .....	<b>52</b>
D. Qualitative Interview Guide .....	<b>55</b>
E. Instagram and Facebook Posts .....	<b>57</b>
F. Instagram and Facebook Comments .....	<b>61</b>

## Executive Summary

The University of Saskatchewan's (USask) PAWS Your Stress therapy dog program adjusted to remote/online formats in September 2020 due to the coronavirus (COVID-19) pandemic, which involved major operational changes. In this report, *remote* refers to the live Zoom sessions (operating from a distance), whereas *online* describes the social media aspect of the program (operating via web-based platforms).<sup>1</sup> Though the remote/online program is primarily targeted towards students, it is also open to the USask community, as well as the broader community.

The main purpose of this process evaluation was to gain a better understanding of how the remote/online program functions. Secondly, as this program was largely exploratory due to the COVID-19 pandemic, this evaluation was conducted to obtain feedback that would help the team improve the program. Evaluation methods were chosen to align with COVID-19 physical distancing restrictions. Therefore, all data collection took place remotely and online. Using a mixed-method approach, alongside gathering data from all groups of program stakeholders, ensured that there was an abundance of data to examine procedural aspects of the program.

The results strongly indicate that the remote/online PAWS Your Stress program is appreciated and valued. Participants made a variety of suggestions to improve existing program elements, and some individuals made recommendations for new program elements. The results can be summarized as follows:

- Two stakeholder meetings resulted in an updated version of the operational aspects of the program (See Appendix A). As the remote/online version of the program was exploratory, no major target benchmarks for the program were specified.
- Online questionnaires were completed by program coordinators, volunteering team members, animal handlers, and peer health mentors following each remote session. All stakeholders expressed satisfaction with the remote sessions, including the conversational style of the sessions and the positive atmosphere. Handlers and team members enjoy when session attendees are engaged and interactive.
- Qualitative interviews were conducted with 10 session attendees to obtain their satisfaction levels and feedback on how the program operates. Participants expressed gratitude for the program and provided evidence that the remote/online version of PAWS Your Stress is beneficial for a wide variety of groups. Narratives call attention to the unique advantages of the remote/online versions of the program, such as improved accessibility and the option to remain anonymous.
- To illustrate the team's social media efforts, a brief social media analysis was completed. Followers tend to engage differently on Facebook and Instagram, such that commenting is more common on Facebook and liking is more common on Instagram.

While this evaluation was part of a time-limited student practicum, in-depth data from multiple sources allowed for a critical assessment of program operation. It must be acknowledged that this evaluation took place in an unprecedented, uncertain context. The extent to which the data was impacted by these circumstances is unknown. The results can be used to help the PAWS Your Stress team improve the remote/online versions of the program.

---

<sup>1</sup> Data collection materials did not reflect the online vs. remote distinction. Rather, all data collection material used the term "online" to discuss both the remote Zoom sessions and the online social media platforms.

## Program Overview

---

PAWS Your Stress is a therapy dog program at USask founded by Dr. Colleen Dell in 2015. The program operates in partnership with St. John Ambulance and USask's peer health group. Due to the COVID-19 pandemic, the team significantly adapted the program to remote and online formats. In this report, *remote* refers to the live Zoom sessions (operating from a distance), whereas *online* describes the social media aspect of the program (operating via web-based platforms). A central program objective, whether in-person, remote, or online, is to provide session attendees with feelings of comfort/love and support. Importantly, in-person and remote versions of the program have ethical approval from USask's animal research ethics board.

The remote/online version of PAWS Your Stress consists of various program activities (See Appendix A). This process evaluation concentrates on the remote/online program that took place between September and December 2020 in response to COVID-19 restrictions. One-hour Zoom sessions were offered to the USask community once every two weeks, increasing to twice a week during final exams. While USask students are the primary target audience, USask staff and faculty are welcome to join the sessions. Further, because the sessions are advertised on social media, the broader community has access to the sessions. This fills a specific gap within the Saskatchewan community, as the St. John Ambulance therapy dog program has shut down due to COVID-19 restrictions. Handler-therapy dog teams from St. John Ambulance welcome session attendees, facilitate conversation with others, answer questions, and film themselves with their therapy dogs participating in activities (e.g., sleeping, doing tricks, etc.). Sometimes non-therapy dog owners and their pets attend the session as a team (e.g., non-therapy dog, cat, bearded dragon). The sessions are drop-in style, where attendees can choose to use audio, video, and the chat box feature.

The PAWS Your Stress team contributes to the program's operation in various ways. *Program coordinators* organize the Zoom sessions, train handlers on how to navigate the Zoom platform, schedule animal-handler teams, coordinate attendees, monitor the live sessions, and record information about each session. *Social media coordinators* plan and publish digital content for the team's website and social media accounts, including regular advertisements for the scheduled Zoom sessions. They also coordinate advertising in USask's newsletters and PAWS website. Recently, the team invested in multiple social media training sessions to improve their presence and engagement on social media. *Dr. Colleen Dell* oversees the program, assisting with organizing and advertising the Zoom sessions, and sometimes attending the sessions as a certified therapy dog handler. *Other team members* provide creative support, feedback and ideas regarding the sessions, and have attended Zoom sessions as special guests. In addition to these tasks, *Dr. Linzi Williamson* guides the team's evaluation efforts. *Peer health mentors* are volunteering students from USask's peer health initiative who are partially involved in the PAWS Your Stress program. They attend sessions to provide peer support when needed and answer attendees' questions about peer health services on campus. However, they are minimally involved and their attendance in the remote sessions is sporadic.

Together, the team established and implemented the remote/online version of PAWS Your Stress in order to continue the regular in-person program in a manner that was feasible within COVID-19 guidelines. The remote/online program specifically explores social connection in two ways: 1) the extent to which connection can be fostered remotely/virtually, and 2) the need for connectedness in the widespread, isolated, and uncertain context of the COVID-19 pandemic.

## Process-related Program Targets

---

The following section is based on approximately 1.5-hour stakeholder meetings conducted on November 30<sup>th</sup>, 2020 and December 8<sup>th</sup>, 2020. The purpose of the meetings was twofold: a) to revise the existing operational elements of the PAWS Your Stress program logic model (program inputs, target audience, and program activities) to more accurately reflect the remote/online version of the program; and b) to identify any initial goals or expectations that team members had when creating the remote/online program. Five team members participated in a group meeting, and a one-on-one meeting was held with another member who was unable to attend the group meeting.

### A. Revised Program Logic Model

Team members reviewed the original program logic model and provided feedback regarding elements that should be added, removed, or changed (See Table 1). Appendix A illustrates a partial program logic model for PAWS Your Stress, which reflects the suggested revisions.

**Table 1**

*Proposed revisions for the remote/online version of the program logic model*

Operational program element	Add	Remove	Change
<b>Program Inputs</b>	<ul style="list-style-type: none"> <li>• Contest prizes</li> <li>• Social media pages</li> <li>• Website</li> <li>• Training for therapy dog handlers about how to navigate Zoom rooms</li> <li>• Social media training</li> <li>• Peer health mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Swag</li> <li>• Campus Space</li> </ul>	<ul style="list-style-type: none"> <li>• Specify the communication tool: Zoom</li> <li>• Specify different coordinators: handler coordinators, participant coordinators, social media coordinators</li> </ul>
<b>Target Audience</b>	<ul style="list-style-type: none"> <li>• Broader community</li> </ul>	-	-
<b>Program Activities</b>	<ul style="list-style-type: none"> <li>• Scheduled sessions on Zoom</li> <li>• Recorded videos on social media</li> <li>• Live events on social media</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduled events on campus</li> <li>• Roaming dogs</li> </ul>	-

## B. Initial Process-related Targets/Expectations

Team members responded retrospectively to questions about initial goals they had for the remote/online program. The remote version of PAWS Your Stress was structured based on a remote therapy dog program that was established at the University of Minnesota. Further, because the remote/online version was implemented in an exploratory manner, benchmarks for targets were not specified. Table 2 outlines reported targets/expectations for different aspects of the program.

**Table 2**

*Initial program targets/expectations*

Program Aspect	Target/Expectation
<b>a) Number of attendees per Zoom session</b>	<ul style="list-style-type: none"> <li>No initial goals</li> <li>Other remote programs at USask reported having approximately 12 people per session</li> </ul>
<b>b) Number of handler-animal teams per Zoom session</b>	<ul style="list-style-type: none"> <li>Initial goal: 3 breakout rooms with 3 handler-animal teams each</li> <li>During exam season, between 6 – 9 handler-animal teams</li> </ul>
<b>c) Type of activities handler-animal teams do</b>	<ul style="list-style-type: none"> <li>No initial goals</li> <li>Handlers are aware that the dogs can sit/sleep or do tricks</li> <li>Handlers can choose which activity to do</li> </ul>
<b>d) Technical experience involved in Zoom sessions</b>	<ul style="list-style-type: none"> <li>Handler-animal teams arrive at the start of the session</li> <li>Note: Eventually handlers began to arrive earlier in order to minimize the number of tasks required of the coordinators within the first 5 – 10 minutes of the session</li> </ul>
<b>e) Peer health mentors</b>	<ul style="list-style-type: none"> <li>Initial goal: 1 peer health mentor per room who would be there for the entire Zoom session to provide individuals with peer health information and encourage conversation as needed</li> <li>A fourth breakout room is available if a student wants to speak with a peer health mentor one-on-one</li> </ul>
<b>f) Advertisements/ Social media posts</b>	<ul style="list-style-type: none"> <li>No initial goals for reach of social media posts</li> <li>Two team members mentioned personal goals of social media posts reaching 200 people each</li> <li>Benchmarks will potentially be created following social media training</li> <li>Initial goal for number of advertisements per session: 3 posts per session.</li> <li>PAWS advertisements made visible to students, staff, faculty, and alumni at USask</li> </ul>
<b>g) Followers on social media</b>	<ul style="list-style-type: none"> <li>Initial goal: continue follower growth from summer months</li> </ul>

## Program Operation

---

Ten remote sessions took place between September 17, 2020 and December 17, 2020 on Thursday afternoons from 1pm – 2pm. Sessions occurred once every two weeks from September to November, and twice a week during exam season from December 8 – 17.

In order to examine the operation of the remote/online program, a link to a mixed-method SurveyMonkey questionnaire was sent via email to four groups of stakeholders that attended the sessions: (a) program coordinators, (b) volunteering team members, (c) animal handlers, and (d) peer health mentors (See Appendix B for the questionnaires). For coordinators, team members, and peer health mentors, emails were sent following each of the 10 sessions. Animal handlers were provided with the link after each session from September to November. If handlers participated twice per week in December, they were only sent the questionnaire link after one of the sessions. In each email, it was emphasized that all responses were voluntary and that identifying information would be removed from the data. The response rate for each questionnaire was:

- Program coordinators: **100%** (20/20)<sup>2</sup>
- Volunteering team members: **100%** (13/13)
- Peer health mentors: **73%** (8/11)
- Animal handlers: **71%** (44/62)

Importantly, the numbers reflected above indicate the number of responses collected, *not* the number of unique respondents, as individuals were encouraged to fill out the questionnaire multiple times if they attended multiple sessions.

## Results

The results are organized into different aspects of program operation that were inquired about in the questionnaires. When applicable, open-ended responses were encouraged to explain closed-ended responses or to inquire about a topic more in-depth. Participants were not required to respond to each question, resulting in varying response numbers for each question.

### Highlights

- ◆ **Sessions are advertised on a variety of platforms, most often as “Meet the animal” posts on social media**
- ◆ **Most remote session attendees are USask students**
- ◆ **Internet connection is the most common technical difficulty**
- ◆ **Animals tend to rest during sessions, while handlers tend to engage in Q & A**
- ◆ **Coordinators, team members, handlers, and peer health mentors are all somewhat satisfied or very satisfied with the online sessions**
- ◆ **Program feedback was overwhelmingly positive**
- ◆ **Suggestions for improvement tend to focus on student attendance, and varying aspects of the program process**

---

<sup>2</sup> Please note, there was an accidental questionnaire submission on Thursday October 1<sup>st</sup>, 2020, resulting in a total of 21 completions. The data for the accidental submission were deleted.

## A. Session Promotion/Advertising

Program coordinators reported on the platforms that were used to advertise:

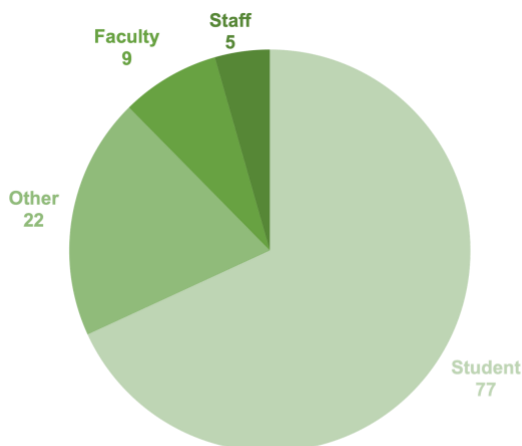
- Facebook: **10/10 sessions**
- Instagram: **10/10 sessions**
- Team website: **10/10 sessions**
- USask student e-newsletters: **10/10 sessions**
- USask PAWS website: **9/10 sessions**
- Twitter: **4/10 sessions**
- USask peer health group social media: **1/10 sessions**

Data on the type of advertisements used to promote each session was also collected:

- Meet the animal: **9/10 sessions**
- Highlight session type: **6/10 sessions**
- Other:
  - Relieve exam stress: **4/10 sessions**
  - Bring your pet: **1/10 sessions**
  - Halloween costumes: **1/10 sessions**

## B. Demographics

Program coordinators documented the number of team member volunteers (including themselves), animal handlers, peer health mentors, and attendees that were present at each session. When there was a discrepancy in the reported number of individuals between the two program coordinators, the larger number was used for analysis. At most sessions, seven animal-handler teams, three team members, one peer health mentor, and 10 session attendees were present. Session attendees were categorized as students, faculty, staff, or other. In total, 113 attendances were recorded throughout the semester<sup>3</sup>. Figure 1 shows that most people who attend the remote PAWS Your Stress program are USask students.<sup>4</sup>



**Figure 1**  
*Categorization of session attendees (absolute number)*

<sup>3</sup> This number does not necessarily represent unique individuals.

<sup>4</sup> Three individuals were not categorized, resulting in a total of 110 attendee descriptions.



### C. Technical Functioning

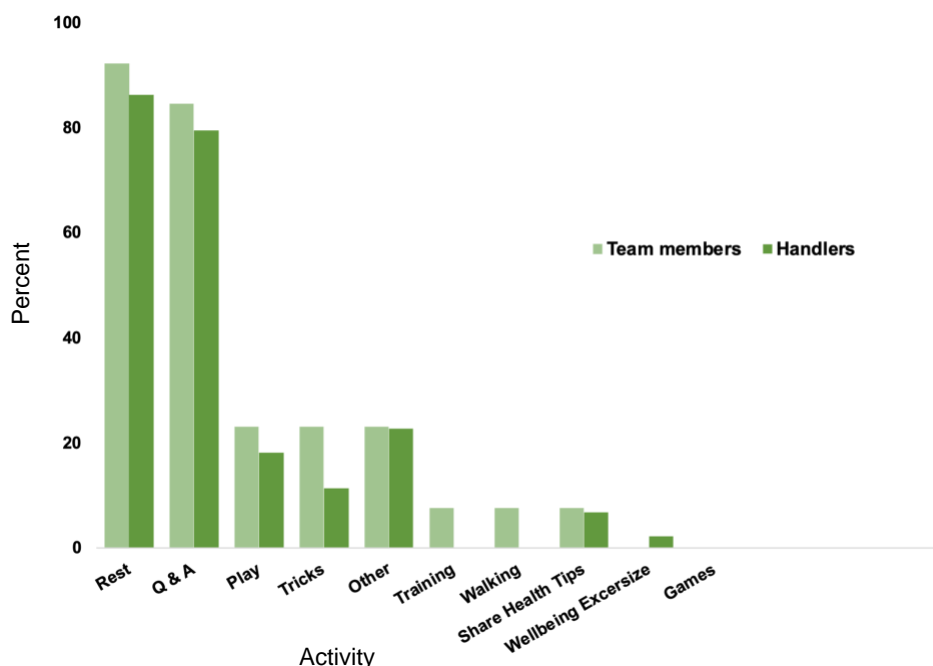
Information about technical functioning was collected from program coordinators and volunteering team members. Individuals tended to experience no technical challenges during the Zoom sessions. Coordinators reported experiencing no technical difficulties themselves 85% of the time, and no known difficulties for others 60% of the time. Team members did not report technical difficulties for themselves 90% of the time, and reported no known difficulties for others 78% of the time.

Twelve technical difficulties were reported. Most difficulties experienced were associated with internet connection issues, while challenges navigating Zoom, screen freezing, and removal from the Zoom meeting were only reported on one occasion:

- Internet connection issues **(41.7%)**
- Audio-related troubles **(33.3%)**
- Difficulty navigating Zoom **(8.3%)**
- Frozen screen **(8.3%)**
- Removed from Zoom meeting **(8.3%)**

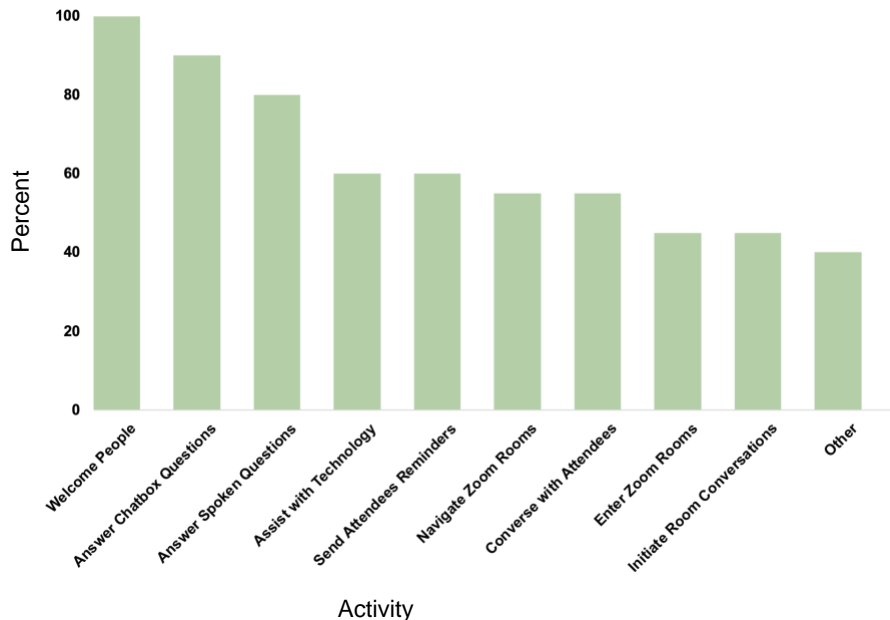
### D. Session Activities

Questionnaire respondents were asked which activities they participated in during the sessions. Handlers and volunteering team members were asked what the handler-animal teams did within the session. Figure 2 demonstrates that most often, animals rested and handlers participated in Q & A.

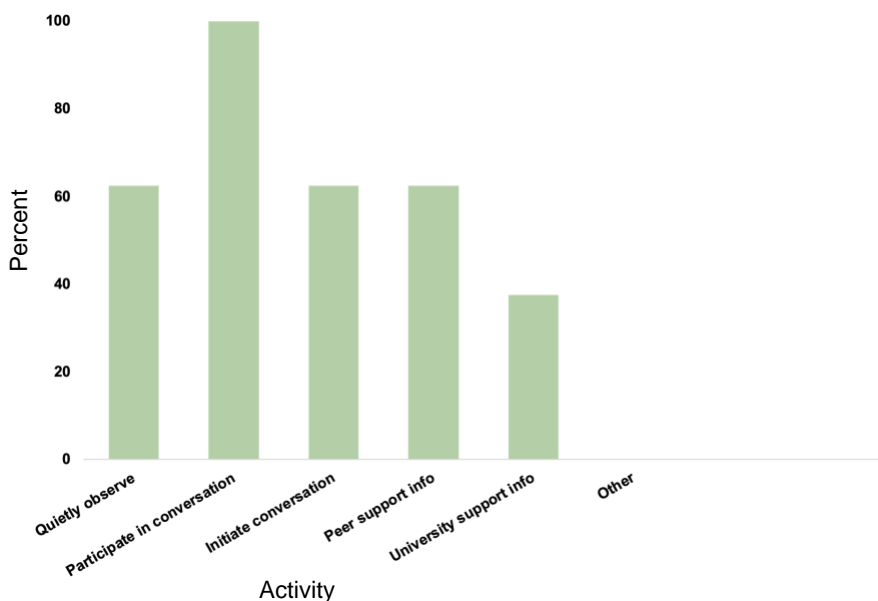


**Figure 2**  
*Handler-therapy dog team activities*

Program coordinators and peer health mentors reported on the personal activities they took part in during the session. Program coordinators most frequently welcomed attendees and answered written and spoken questions (See Figure 3). Peer health mentors most commonly participated in conversation (See Figure 4).



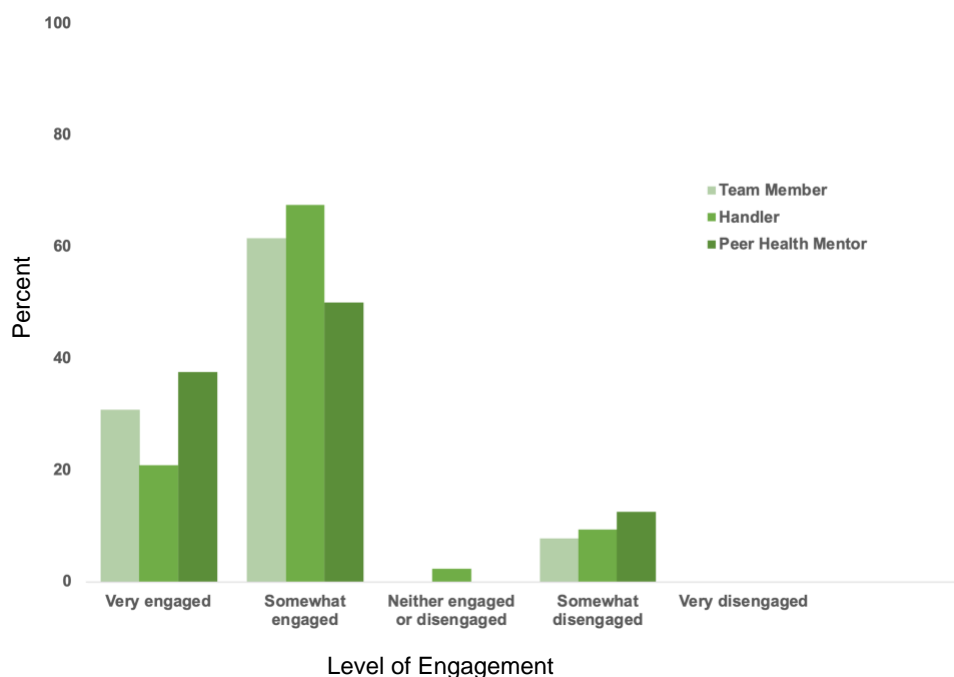
**Figure 3**  
*Program coordinator activities*



**Figure 4**  
*Peer health mentor activities*

## E. Participant Engagement

Team members, handlers, and peer health mentors quantitatively and qualitatively responded to questions regarding their perception of session attendees' level of engagement (e.g., if attendees were talkative, on camera, etc.). Figure 5 displays perceptions of participant engagement by type of questionnaire respondent. Overall, a majority of respondents reported that attendees are very engaged or somewhat engaged, while a small number of each stakeholder group perceived that the attendees were somewhat disengaged.



**Figure 5**

*Program stakeholders' perceptions of attendee engagement*

When asked to describe participants' level of engagement, responses varied in terms of (a) type of participant engagement and (b) level of positivity attached to the engagement level (i.e., positive, neutral, negative). Comments were coded according to these two criteria. The quotes included below were chosen to reflect different types of engagement and level of positivity.

**i) Team members** ( $n_{\# \text{ of responses}} = 13$ ): Team member comments were mostly neutral ( $n = 11$ ), with one comment coded as positive, and another with positive and neutral aspects. Examples of engagement included use of camera, audio, and/or chat box; asking questions; conversing; showing own pets; level of engagement; and handler involvement.

*"A couple of participants brought their own animals to the session and introduced us to them. Another participant asked questions about therapy dogs and the research happening at One Health Office, another participant observed and asked a few questions about the therapy dogs."* (Multiple engagement types, neutral)

*"Some chatted in the chat box, others used their audio and video, people asked questions about our dogs, their ages, showed us their dogs, it was nice."* (Multiple engagement types, positive)

*“The handlers asked questions - noting the students could keep their camera on or off, just type in the chat, whatever they want”* (Handler involvement, neutral)

*“We had both non engaging and very engaging participants. All said goodbye before they left which was nice”* (Level of engagement [neutral], Farewells [positive])

**ii) Handlers** ( $n_{\# \text{ of responses}} = 43$ ): Neutral comments were most frequent ( $n = 24$ ), followed by positive ( $n = 15$ ) and negative ( $n = 1$ ). Three comments included positive and neutral aspects. Types of engagement mentioned include: Use of camera, audio, and/or chat box; asking questions; conversing; showing own pets; level of engagement; handler/team member involvement; observation; length of stay; repeat status; personal demeanour; number of session attendees; reason for attending. Some participants did not specifically mention a type of engagement; instead, writing a positive descriptor.

*“a lot of repeat people today, and lots of questions. with the repeat visitors we were able to carry on conversations we had started earlier in the week”* (Multiple types of engagement, neutral)

*“Most asked questions about our animals and some told us stories about their animals and showed us their animals. One knew my dog well and expressed gratitude for his help in lowering their anxiety.”* (Multiple types of engagement, positive [speculation about attendee’s experience])

*“They type questions in the box but that's it :(, no cameras or voice”* (Multiple types of engagement, negative)

*“some people were quite quiet and others more chatty”* (Speaking, neutral)

*“Interesting. Questions went both ways.”* (Asking questions, positive)

*“They seemed kind of shy” & “somewhat passive”* (Personal demeanor, neutral)

*“Interested” & “Good” & “Connected”* (No engagement type, positive)

*“some expressed gratitude for us doing this. One had already met [my therapy dog]. Not as many questions this week.”* (Personal demeanor [positive], asking questions [neutral])

*“Those of us with dogs enjoyed each others' dogs and conversation very much.”*  
(Handler/team member engagement, positive)

*“There was dead silence, we asked them a lot of questions to engage them”*  
(Handler/team member engagement, neutral)

*“They seemed a bit shy to speak up but they mostly seemed quite engaged. The majority stayed for the whole time so they must have liked it”* (Personal demeanor [neutral], level of engagement [neutral], length of stay [positive, speculation about attendees’ experiences])

*“Good. Just needing a break from studying and/or writing papers”* (Reason for attending, positive)

**iii) Peer health mentors** ( $n_{\# \text{ of responses}} = 8$ ): Peer health mentors tended to respond with statements that were positive ( $n = 6$ ) compared to neutral ( $n = 2$ ). Three comments did not specify a type of engagement. Engagement types that were reflected in responses include: Use of camera, audio, and/or chat box; speaking/chat box; answering questions.

*“most students did not turn on camera/ audio. However most stayed for the whole session.”* (Multiple types of engagement, neutral)

*“Happy to be there, mostly with voice but a few also on video”* (Multiple types of engagement, positive)

*“Enthusiastic and happy to see the dogs.”* (No type of engagement, positive [speculation about attendees’ experiences])

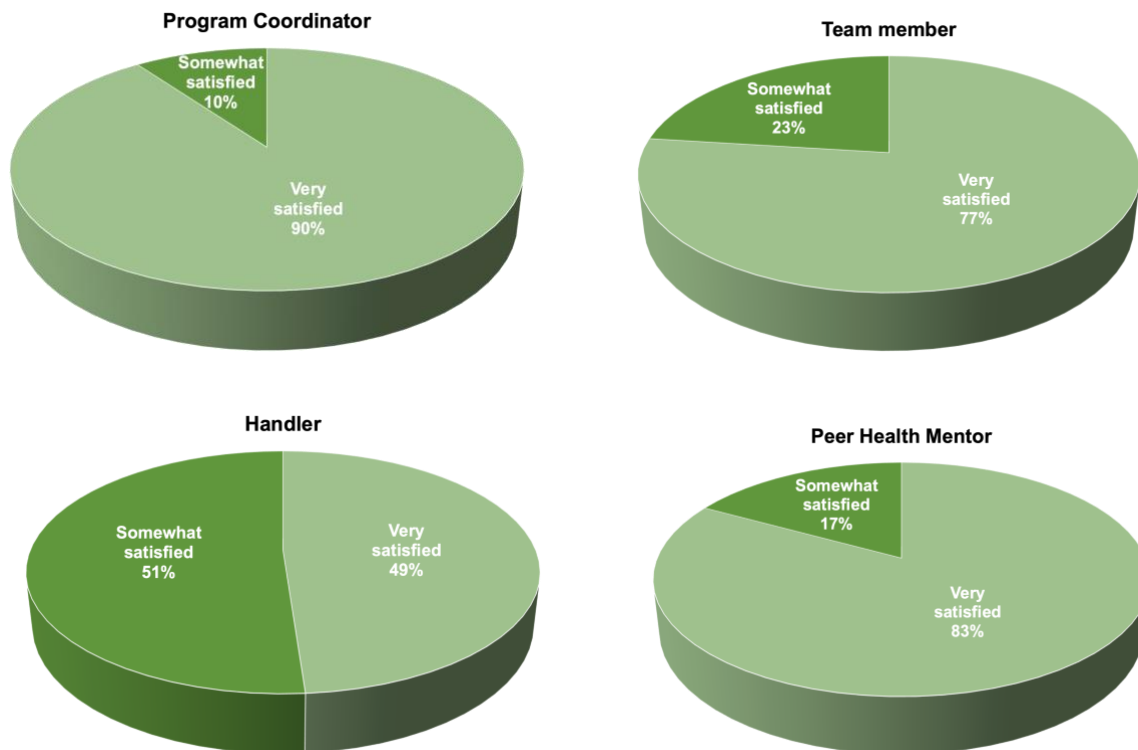
*“Participant engagement seems enthusiastic and happy to be there. It does not feel like they are only responding because they should.”* (Speaking/chat box, positive [speculation about attendees’ experiences])

*“Pretty happy to relax and answer the occasional question”* (Answering questions, positive [speculation about attendees’ experiences])

**Takeaway:** Team members, handlers, and peer health mentors mostly perceive session attendees to be somewhat engaged. Engagement via Zoom is indicated when participants use audio, video, and chat box functions. Handlers also described lack of engagement in terms of attendees’ personal demeanors, such as being shy or passive. Respondents spoke positively about attendees’ engagement levels when attendees were verbally interactive in the sessions. These findings speak to the value program stakeholders place on connections that occur within the remote sessions.

## F. Satisfaction

All respondents were asked a closed-ended and an open-ended question to assess their satisfaction with the sessions. Quantitatively, respondents reported their satisfaction level on a five-point scale ranging from very dissatisfied to very satisfied. All respondents chose either somewhat satisfied or very satisfied (see Figure 6), although handlers demonstrated the lowest frequency of very satisfied.



**Figure 6**  
*Level of satisfaction with session by type of respondent*

Respondents were qualitatively asked to elaborate on their level of satisfaction. Responses were coded according to central topics. Initially, quotes were separated by the type of respondent (i.e., coordinator, team member, handler, peer health mentor); however, codes were similar across respondent types. The response rate for this question is as follows:

- Program coordinators: **100%** (20/20)
- Volunteering team members: **100%** (13/13)
- Animal handlers: **95%** (42/44)
- Peer health mentors: **75%** (6/8)

Four overarching themes emerged: (a) program operation, (b) session attendance, (c) event-related, (d) connection and engagement. The quotes below were chosen to represent various codes that were encompassed within the theme, and the types of respondents who wrote about the topic.

**i) Program operation:** This theme represents the functionality and technical aspects that contributed to individuals' satisfaction level. These codes were present in responses from coordinators, team members, and handlers.

*"I thought it went great with 2 breakout rooms" (Coordinator)*

*"Lots of participants coming in at different times of the session (i.e., coming in not just at the start, but throughout)" (Coordinator)*

*"[The session] flowed" (Team member)*

*"I wish that we were doing one room per dog/handler because sometimes the dogs and handlers outnumber the students. And I worry that the handlers talk with one another too much and engage less with the students." (Handler)*

*"It still feels kind of awkward to me to be zooming with my dog. I kind of wondered if mostly having her do tricks was just showing off but I didn't really know what to say" (Handler)*

*"I had technical difficulties... but [a coordinator] helped each time I got back on" (Handler)*

**ii) Attendance:** Topics including number of attendees, repeat attendance, and length of stay were included in this theme. Each respondent type had passages connecting their satisfaction level to one of the three topics.

*"There were lots of attendees who stayed for the majority of the session" (Coordinator)*

*"Low attendance but people had fun" (Coordinator)*

*"We saw quite a few more students than I expected" (Team member)*

*"Because the students stayed for the whole session which says it is valuable to them." (Handler)*

*"Because some were repeat visitors. They wouldn't come back if they hadn't found it worthwhile." (Handler)*

*"There were more dogs than there were students so I didn't feel like we were needed." (Handler)*

*"Looking forward to having more students or other participants" (Handler)*

**iii) Event-related:** Two out of 10 sessions were advertised as themed events, including a Halloween theme and a "bring your pet" session. At least one passage from coordinators, team members, and handlers were tied to their satisfaction with these specific events.

*"Everyone dressed up!!" (Coordinator)*

*"I also thought that the handlers dressing their dogs up showed a lot of effort and care" (Team member)*

*"I think it was a great idea to ask people to bring their animals to the session" (Team member)*

*"[My therapy dog] didn't seem to mind being in costume." (Handler)*

*"The halloween costumes were fun and I think the participants enjoyed that as well" (Handler)*

*"People visiting were comfortable enough to have their pets on camera with them" (Handler)*

**iv) Connection and engagement:** This theme represents personal experiences and perceptions of others' experiences that played a role in respondents' satisfaction. The following quotes are organized by the role of the person in which the passage refers. Finally, an overall experience sub-theme was included when passages did not refer to any group of people specifically.

- **Session attendees (Students, Faculty, Staff, Other)**

*"Lots of engagement, visitors told me they were enjoying the event" (Coordinator)*

*"A student in the room I was in was engaging a lot in conversation and said something like 'thank you so much. all of you are so great' at the end" (Coordinator)*

*"I would have liked if the students participated a bit more" (Team member)*

*"I chose my level of satisfaction, because I thought the participants were more engaged during this session than previous sessions I had attended." (Team member)*

*"The participants really seemed to enjoy talking with the handlers and seeing the dogs." (Handler)*

*"I feel it went well, but would have liked more engagement from the students. They mostly were observers." (Handler)*

*"Still would like to see more students participate but totally understand why they don't" (Handler)*

*"They do seem interested even though they aren't talking out loud" (Handler)*

*"Because connections were made between visitors and the handlers. We shared a fair amount" (Handler)*

*"conversations between students and the handlers is engaging" (Peer health mentor)*

- **Team members**

*"I think that I as a handler could have been a little more quiet and made some space for the students to participate" (Team member)*

- **Handlers**

*"There were very few attendees but the handlers seemed to not mind. They were still happy to be there" (Coordinator)*

*"I thought that the handlers connected a lot during the session too" (Team member)*

*"One of the students shared that her dog passed two and a half weeks ago, the handlers were all able to relate to her and provide supportive words" (Team member)*

*"one of the handlers was excellent in leading the session" (Team member)*



*“Sometimes it was hard to know who should welcome the students - one person should maybe have that role.” (Handler)*

*“There was good engagement between all the handlers” (Handler)*

*“It is nice to be able to see and talk to multiple handlers and their dogs” (Handler)*

- **Animals**

*“I just felt bad that my animal wasn’t in her best mood. She wasn’t in distress or anything but she wasn’t as playful as I was hoping this time” (Team member)*

*“Next time I will have a better idea of what to expect & therefore how better to keep my dog engaged” (Handler)*

*“The slight dissatisfaction is only because [my therapy dog] finds it difficult to sit in front of the computer/camera. It is better when he is actively engaged and I will try something else next time, although it is hard to film him and get him to do tricks at the same time!” (Handler)*

*“My dog engages more in this format when he hears his name mentioned a lot” (Handler)*

*“Mostly because of the interaction with other dogs and their companions” (Handler)*

*“Even though we cannot see the dogs physically, it is still nice to be able to see them over a video chat.” (Peer health mentor)*

- **Peer Health Mentors**

*“I thought the peer health mentor did an excellent job with asking questions. She was very kind and full of questions. I would describe her as having a high emotional Intelligence” (Team member)*

- **Overall experience**

*“Lots of great conversation” (Team member)*

*“While I think it went well, of course it wasn’t as fulfilling as an in person visit” (Handler)*

*“It was a good session with lots of involvement” (Peer health mentor)*

*“It was a great session with a great level of interaction” (Peer health mentor)*



**Takeaway:** It is evident that all program stakeholders are satisfied with the remote/online program; although handlers reported “very satisfied” less often than other stakeholder groups. Individuals were generally satisfied with the overall program operation, including special events. Further, satisfaction was tied with increased attendance and length of attendance. Handlers would have specifically been more satisfied with increased attendance. Comments on engagement convey that the online sessions facilitate connection, providing preliminary evidence that the remote program addresses one of its main objectives. Team member and handler satisfaction could have been improved if attendees were more engaged.

## G. Program Feedback

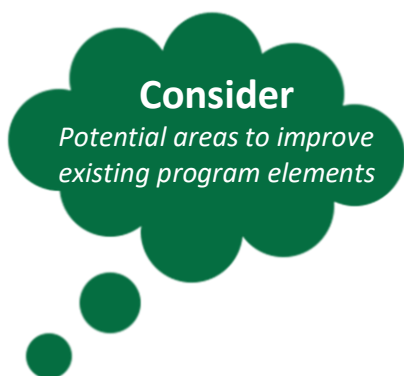
Three questions were included to obtain feedback about the remote sessions:

- What is one thing about the session that went well?
- What is one thing about the session that could have been improved?
- Please share any other comments you have regarding the most recent PAWS Your Stress session

A total of 174 open-ended responses were coded:

- **Program coordinator:**  $n_{\# \text{ of responses}} = 16$  Like, 8 Improve, 3 Other, **27 total responses**
- **Team member:**  $n_{\# \text{ of responses}} = 10$  Like, 10 Improve, 11 Other, **31 total responses**
- **Handler:**  $n_{\# \text{ of responses}} = 41$  Like, 33 Improve, 25 Other, **99 total responses**
- **Peer health mentor:**  $n_{\# \text{ of responses}} = 6$  Like, 6 Improve, 5 Other, **17 total responses**

Passages were coded as “Consider” (potential areas to improve existing program elements), “Reflect” (suggestions for new program elements), or “Continue” (appreciated program elements). Comments that did not fit within the main topics were placed into an “Other” category. It is important to remember that this feedback includes responses from all ten sessions; thus, suggestions and comments from earlier in the semester have often already been addressed.



**i) Program operation:** When responding to the question about improvement of the remote sessions, passages commonly included various aspects of the program’s operation, such as appointing a moderator for each Zoom room or improving conversational flow:

*“Set procedures for welcoming students as they enter the room” (Handler)*

*“Continue with one handler welcoming each person and explaining about the options of being seen or unseen, heard or not heard or have the handlers take turns doing this and saying goodbye. This is VIP in making connections” (Handler)*

*“I worry sometimes I am too quick to ask questions cause I hate silence. I’ll try to do better” (Team member)*

*“There was one person who dominated the conversation and I feel like I wish that I had been better able to stop her from dominating so that others could participate” (Handler)*

Thoughts about program operation widely varied outside of having a moderator. For example, following an earlier session a coordinator wrote about the time handlers joined the session:

*“Handlers were coming in later than attendees were”*

Some handlers discussed how technology-related details could have improved their experience, especially in terms of which smart device they were using to participate in the session:

*“I am not very good at positioning [my device]. I often had to move and hold it.”*

*“It was hard for handlers who were using their mobiles to see participants questions and faces”*

One peer health mentor commented on the session flow, indicating a challenge of using breakout rooms on Zoom:

*“I feel that sometimes going into another room the handlers and students are deep into a conversation that you may wait a while to get introductions to the dogs”*

**ii) Attendance:** Although the number of attendees that register for and attend the remote sessions is not something that can be directly controlled, attendance was a dominant topic considered by handlers, and sometimes by team members, as something that could be improved:

*“More people attend” (Team member)*

*“If more students would have joined, then I think we'd be more content that we are helping students during the stress of exams” (Handler)*

*“Would always like to see more students!” (Handler)*

**iii) Attendee engagement:** Some handlers reflected on how engagement and interaction with session attendees could improve:

*“There was more silence this time round in our room. I purposely kept quiet to let others speak. eventually I would speak up. Maybe the silence was good to a certain extent but I think engaging the students through their interaction or the handlers sharing stories has a higher chance of reducing anxiety and increasing the sense of well-being.”*

*“Creating more interaction with students with the option of them not responding... Asking questions of them all might be better so they can choose to respond or not. Like would anyone like to share what college and what year they are in?...Another good question to ask Does anyone have a pet they would like to talk about...I guess I am beginning to think of a routine set of questions and a general way of asking.”*

*“wish the students could/would submit questions for us to answer or things they want to know about our pets”*



All suggestions for new program elements fell under the topic of program operation, including five suggestions from handlers and one suggestion from a team member. Three handlers commented on the logistics of the session, with thoughts about the number of handler-therapy dog teams in the Zoom room, the length of the session, and the length of their involvement in the session:

*“one team per room.”*

*“I'd also make the online sessions shorter. So have one team per room but schedule them for 30 or 45 mins only instead of an hour. You can still have the session to be an hour long”*

*“I'd like to see these either be a bit more intimate or larger. Right now it feels like we are at an awkward place where handlers often outnumber the students. Also wondering about cutting the time or having teams come for just half an hour. When my dog is only being petted by me it's hard to keep him wanting to stay in front of the screen for an hour.”*

One handler suggested a potential activity that could take place during the remote sessions:

*“It occurs to me that there may be a way to incorporate some video/photos into the session. I was thinking of that when we were talking about [my animal]. I have photos of her...and others probably have photos of their animals that could perhaps be submitted to the organizers before the live session. I don't mean to complicate things and I don't understand all the ramifications of incorporating more video. It was just a thought!”*

Another handler indicated that they would enjoy having access to the comments made during the remote sessions:

*“It would be wonderful if the comments put online during our sessions could be shared with the handlers during or after the session. [Coordinator] could text them during or send them afterwards. Sometimes the welcomer reads them (I can't read them – my screen is too far away). Just a nice reinforcer for the handlers.*

Finally, a team member recommended including the PAWS Your Stress social media handles on advertisement materials:

*“One participant asked for the therapy dogs' instagram accounts-maybe we could list that on the therapy dog poster so people could add them if they are interested, but don't think to ask?”*



**i) Conversation-style sessions – Connection:** All groups of questionnaire respondents indicated their appreciation of the conversations and connections that took place within the sessions, often in response to what they liked about the remote session.

*“Lots of engagement in the room I was in; no silent periods - always something to talk about” (Coordinator)*

*“Students were split evenly among the rooms and conversation was flowing” (Coordinator)*

*“People shared about their pets really well, a few of the participants felt comfortable just speaking up and talking with the handlers about their dogs...Each dog and handler really reflected who they are.” (Team member)*

*“The handlers were so great at engaging everyone and keeping conversation going” (Team member)*

*“Whenever there was a silence one of the volunteers filled it in with a question” (Handler)*

*“Talking with the other handlers” (Handler)*

*“Everyone seemed quite engaged” (Handler)*

*“The trainers were very engaging with the students” (Peer health mentor)*

**ii) Program operation:** Varied aspects of the program’s operation were enjoyed by coordinators, team members, and handlers. For example, when asked what they liked about the session, coordinators mentioned the organization of the sessions:

*“I found more of the participants were navigating different rooms and chatting”*

*“handlers joined early so they could be put in the breakout rooms before the students”*

A team member noted the advantage of having other individuals in the room for support:

*“I like having [program coordinators] pop in just to have that support. The peer supporter was also nice to have as a back up resource as well as another body in the room.”*

Handlers provided positive feedback about nominating someone to moderate the Zoom rooms:

*“Having each window ‘hosted’ and keeping track of people coming and going is a very good step.”*

*“I like having a ‘moderator’ in the room to answer written questions and keep things moving”*

Respondents also commented positively in regards to the special events that took place (e.g., Halloween-themed session, and bring your pet):

*“People got into the halloween spirit” (Coordinator)*

*“People liked the costumes” (Team member)*

*“Student turned camera on more than once to show us their pet” (Handler)*

Finally, one peer health mentor noted their appreciation of the special guests:

*“I really enjoyed seeing the bearded dragon!... It was neat and something new to see.”*

**iii) Positive atmosphere:** A small number of handlers said that they liked the atmosphere of the Zoom sessions:

*“I feel that the overall feel of the room we were in was very calming and laid back”*

*“It was relaxing.”*

*“The handlers all seemed to know each other and were very friendly”*

*“Students and participants that come to see the dogs are very respectful.”*



Responses that were categorized as “Other” mostly included broad, positive reflections about the overall session, and statements about the animals’ behavior and/or engagement. For example, handlers often commented that the session could have been improved if their animal was more engaged:

*“[My therapy dog’s] willingness to sit in front of the computer and stay there!”*

*“[My therapy dog] could choose to sit still on camera when he’s eaten all his treats. But no.”*

Team members and handlers also wrote that they enjoyed certain animal behaviors or engagement levels:

*“Dogs were so calm and looked so relaxed” (Team member)*

*“My dog stayed awake and didn’t leave” (Handler)*

*“[My therapy dog] was excited to do her tricks” (Handler)*

The following quotes are a selection from each group of questionnaire respondents indicating their overall appreciation and/or enjoyment of the program:

*“My screen was full of happy dogs with their handlers - it was such a great sight!”  
(Coordinator)*

*“People came back to the main screen before leaving to tell us they enjoyed the session”  
(Coordinator)*

*“I thought the handlers did a great job considering it is a new format. I think it was well-organized.” (Team member)*

*“Very enjoyable and low stress for all” (Handler)*

*“Visitors expressed gratitude for us doing this. They really seemed to enjoy it.” (Handler)*

*“You guys do a great job organizing the sessions so thank you” (Handler)*

*“I enjoyed it and so did my dog (:)” (Handler)*

*“Even as a peer health volunteer, I felt less stressed after visiting and seeing the dogs”  
(Peer health mentor)*

*“This past PAWS Your Stress session was very good. It was nice to see some of the dogs from the previous session” (Peer health mentor)*

**Takeaway:** Stakeholders provided feedback on various aspects on the remote PAWS Your Stress program, including appreciated aspects of the program. These responses further solidified stakeholders’ satisfaction with the online session. In response to sessions that occurred earlier in the semester, team members and handlers thought that sessions could be improved if someone was assigned to moderate the Zoom rooms. Once this was incorporated into the remote sessions, handlers noted their appreciation of this change. As identified by a peer health mentor, one challenge to the remote sessions can occur when individuals enter a Zoom room and people are “deep into a conversation.” This calls attention to the manner in which session attendees are welcomed and/or introduced to the handler-animal teams once they enter a Zoom room. It may be helpful to inquire about this aspect of the program when evaluating program outcomes. Handlers spoke about how the sessions could be improved through enhanced interaction with the session attendees. One handler mentioned having a “routine set of questions” to ask during the sessions – an idea that could be shared with all animal handlers if improved handler-attendee engagement is valued. It is worth considering whether the suggestions for new program elements are desirable and/or feasible for PAWS Your Stress (e.g., incorporating videos/photos into the sessions, sharing Zoom comments with the handlers, aiming for a better ratio of handler-animal teams to session attendees, and offering 30-minute time slots for handlers who wish to only attend part of the session). In regards to appreciated aspects of the program, it was evident that all stakeholder groups enjoyed the conversation that took place within the sessions. These connections were not necessarily between handlers and attendees, indicating that the program also fosters a sense of connection for other groups of individuals involved, such as handlers or team members.

## Qualitative Interviews

---

### Methods and Analysis

Semi-structured interviews were conducted via Zoom with 10 individuals from the USask community. People who registered for the remote sessions and provided a valid email were sent a recruitment email. See Table 3 for recruitment details. Round 1 recruitment included emails obtained from the sessions between September 17, 2020 and October 29, 2020. Emails for Round 2 were acquired from the November 12, 2020 session and Round 3 from the November 26, 2020 session. For Round 1 and 2, a reminder was sent to each person that had not responded. After the initial Round 3 recruitment, it was decided that a sample of 10 was sufficient due to the amount of information gathered and the time-restricted nature of the evaluation practicum. See Table 4 for participant demographics.

**Table 3**

*Recruitment details: Qualitative interviews*

	Round 1: Initial contact	Round 1: Second contact*	Round 2: Initial contact	Round 2: Second Contact	Round 3: initial contact
<b>Date(s) emails sent</b>	Nov 4, 2020	Nov 13, 2020	Nov 17, 2020	Nov 30, 2020	Nov 30, 2020
<b>Number of individuals contacted</b>	48	27**	8	7	7
<b>Number of interested participants</b>	2	6	1	2	1
<b>Number of interviews completed</b>	2	4	1	2	1
<b>Recruitment Rate (%)</b>	4.2%	14.8%	12.5%	28.6%	14.3%
<b>Total number of interviews completed: 10</b>					

\* In order to improve recruitment after the initial contact in Round 1, a \$25 CAD honorarium was offered to participants in all subsequent recruitment emails. Those who had already participated after the initial contact were offered the honorarium post-interview.

\*\* Nineteen individuals from the Round 1 initial contact were not contacted a second time, as further explanation of the sample revealed that their attendance was uncertain.



**Table 4**  
*Participant demographics: Qualitative interviews*

Participant	USask Connection	Age	Gender	Pet status
301	USask Student	34	Man	No pet
302	Community member	62	Woman	No pet
303	USask Student	19	Woman	Yes, animal lives with them
305*	USask Student	26	Woman	Yes, animal lives with them
306	USask Student	19	Woman	Yes, animal lives with them
307	USask Staff	63	Woman	Yes, animal lives with them
308	USask Student and Staff	53	Woman	Yes, animal lives with them
309	USask Staff	66	Woman	Yes, animal lives with them
310	USask Student	23	Woman	No pet
311	USask student	19	Woman	Yes, animal lives with them

\*Please note: An individual who expressed interest in the interview was assigned the participant number 304 to fill out the demographic form, however did not end up participating.

Following consent (see Appendix C), participants were asked questions about (a) the purpose of the remote program and their reason for attending; (b) PAWS Your Stress social media and advertising for the remote sessions; (c) the target audience of the remote program; (d) satisfaction levels with different program aspects; and (e) barriers to attending the remote program (see Appendix D for the interview guide). Content analysis was used to analyze the transcribed interviews.<sup>5</sup> Passages were coded according to the interview question and/or prompt that they answered, including an “Other” section.

<sup>5</sup> The transcript for participant 305 was compromised and incomplete due to accidental deletion of the audio file. Thus, some of 305’s responses are based solely on the notes that were taken during the interview.

## Results

Interviews ranged from approximately 20 minutes to 42 minutes with an average length of 31 minutes. The results will be discussed in terms of five broad topic areas: Program advertising, target audience, program purpose, remote program contributions, and program feedback and impact.

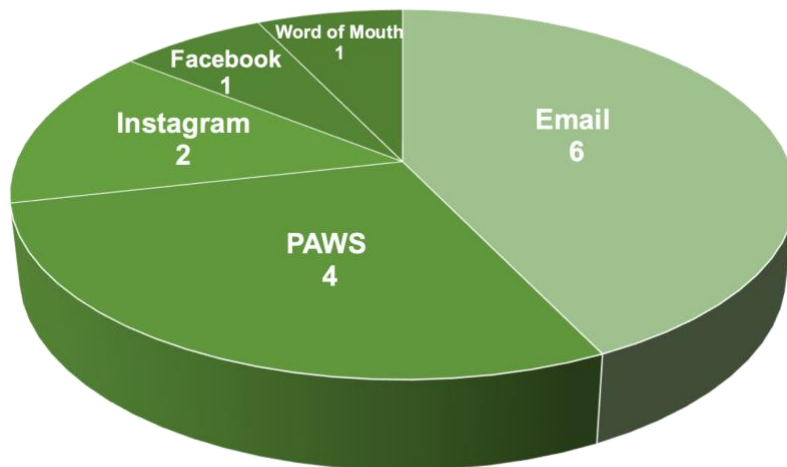
### Highlights

- ◆ Interviewees most commonly learned about the remote sessions through Email
- ◆ Multiple perceived target audiences were thought to benefit from the program
- ◆ Most perceived the purpose to be tied to mental health improvement, connection, and continuing the in-person program
- ◆ The reasons people attended the remote sessions included: connection with animals or humans, to take a break, and out of curiosity
- ◆ Participants highlighted numerous advantages tied to the remote program
- ◆ Interview participants were largely satisfied with all program aspects, providing some suggestions about social media/advertising and session dates/times
- ◆ Participants were especially appreciative of the animal handlers, acknowledging the important role they play in the virtual space

### A. Program Advertising

All interview participants were asked how they initially learned about the remote program. Four individuals reported two platforms, resulting in a total of 14 responses. Figure 6 reveals that most interviewees originally learned about the session via email.

#### Initially Learned about Online Sessions



**Figure 6**

*Platforms where interview participants initially learned about the remote sessions*

Participants also shared other platforms they viewed session advertisements on. Because the interviews were time-limited, the interviewer did not inquire about each participant's awareness of advertisements on each platform (Facebook, Instagram, Twitter, PAWS, Email, Website). The following represents the proportion of individuals who viewed the advertisements on different platforms, based on the number of individuals who were asked:

- PAWS: **100%** (9/9)
- Email: **86%** (6/7)
- Facebook: **50%** (5/10)
- Instagram: **50%** (5/10)
- Website: **50%** (4/8)<sup>6</sup>
- Twitter: **0%** (0/10)

Most interview participants (9/10) were asked if they followed PAWS Your Stress on Instagram or Facebook. Three individuals do not follow the team on any social media, 5/9 interviewees follow the PAWS Your Stress Facebook,<sup>7</sup> and 5/9 follow the team on Instagram. Based on those who follow at least one social media page, 5/6 individuals reported liking and/or commenting on the posts. One person who did not report liking and/or commenting on the posts had not yet had a chance to because they began to follow the team during the interview.

Interviewees were also asked about their satisfaction with the social media posts and advertising. See Section D (Program feedback and impact) for this information.

**Takeaway:** Most interviewees *initially* learned about the remote sessions through email, suggesting the value of advertising using this medium. Additionally, for those who were asked if they were aware of the advertisements on PAWS, all had viewed them at least once. Again, this speaks to the efficacy of using USask's PAWS website to advertise. Because not every interviewee was aware of and/or followed the PAWS Your Stress social media pages, further data is needed to determine the extent to which Instagram and Facebook increase awareness of the remote sessions.

## B. Target Audience

To attain participants' perspective of the program's target audience, the following question was asked: "*Who do you think would benefit from visiting online with the dogs? Why?*" A variety of populations or groups of individuals were suggested by the interviewees, including five people who indicated that any audience would benefit:

*"I don't think there's a most beneficial category."* (309)

*"Anyone in the world"* (305)

---

<sup>6</sup> It is unclear why the percentage for the website is not 100%, as session attendees are required to register for the sessions through the website. It is possible this number reflects those who looked through the website, opposed to solely using the website to register.

<sup>7</sup> One individual reported liking the Facebook page, but not following it. When individuals like a Facebook page, the content is still visible on their news feed. Thus, this was counted as a follow.

Some discussed how certain age groups may benefit, such as children:

*“children can be benefitted from the very early years if they’re socialized with dogs...that animals are part of our life. I think it will help them in the future and in the life and to think about...animals should be treated with due respect and properly” (301)*

Others talked about how older aged adults may benefit, especially in the context of the COVID-19 pandemic, as they may be isolated and/or alone:

*“people who are aged or elderly and do not have anyone to share or pass the time.” (301)*

*“Well in this time I kind of think of elderly or people who are housebound. For an online format is what I mean” (308)*

*305, interviewer note: The participant talked about people in elderly living sites, who may not be able to have pets, or their pets have passed away, because this population is isolated and might not know how to connect online as much as younger people do. As well, this population might be lonely because people are not allowed to visit at the time.*

People who like dogs or have pets were mentioned as a group of people that might benefit from the remote sessions:

*“for someone who probably grew up in the west, you know around dogs, they are probably more interested in looking at how other people treat their dogs, you know? I feel like if I didn’t have a dog I probably wouldn’t have even clicked on the link... Or people that know the value of dogs. There are some people that don’t have dogs, but then they understand how important some of them are to certain people, so then they would be interested in looking at that and looking at their relationship with them” (311)*

One individual relayed that international students would benefit from the remote program because *“it’s a great communication opportunity” (308)*. This individual also thought: *“Maybe [high school student’s] are a population you need to reach out to.”*

Those who are stressed and/or have stressful jobs, or struggle with mental illness, were commonly perceived as a population that would benefit from the remote PAWS Your Stress program:

*“I know that there is some people with social anxiety and they don’t go out and do these things because they don’t want the social interaction. So I think that this would be huge for them, while they are still just kind of a smaller percentage of the overall people that would benefit from this I think, but I think there would be a few.” (306)*

*“anyone that is dealing with some mental health issue maybe, that might be a helpful thing for them.” (308)*

*“maybe people who have lost a pet or separated from a pet.” (310)*

*“mainly I’d say like students just to like clear their head... maybe to clear their head like if they have a bunch of exams it’s something to get their mind off of it.” (303)*

*“People that are kind of overwhelmed at work and...have more work than they can do in a day.” (307)*

**Takeaway:** Interviewees described multiple groups that would benefit from attending the remote sessions, suggesting the merit of having the program open to the broader community. Mainly, interviewees talked about the benefit of the remote program for those experiencing stress, which demonstrates that attendees recognize a main goal of the program.

### C. Program Purpose

Participants discussed three overarching topics when sharing their perceptions of the purpose of the remote program.

**i) Improve mental health:** Most narratives touched on some aspect of improving mental health, including stress reduction, taking a break, relaxation, comfort, and having a safe space to attend.

*“I think people are, due to this pandemic...staying at home and is causing huge mental stress. I mean all sorts of...feelings of alienation, they can't meet their friends or relatives or acquaintances, so these sorts of programs are I think is helpful to reduce mental stress and to feel comfortable.” (301)*

*“I feel like just watching something and not having to actively try to understand what you're watching is just relaxing” (311)*

*“Especially online I think that the purpose is just to break up what is school and what our expectations and responsibilities are in school and it's just something different... like a wholesome opportunity to just not think about school or other responsibilities.” (310)*

*“I feel like it's still providing students and staff and faculty with an outlet to just kind of... it's like an odd type of relaxation” (306)*

*“just to have kind of like a safe space to be able to log on to” (303)*

*“I assume that's the purpose just a little mental health break” (307)*

**ii) Connection:** Participants spoke of the purpose in terms of connection to different people, but also in regards to larger concepts such as community and culture.

*“I felt, not obligated, but I felt almost like I wanted to stay longer with the people, which is odd because I'm not really a people person. It's just with the communication it was nice with the people” (307)*

*“For me part of it is interaction just communication and interaction... just that interaction, finding ways to interact with other people and finding commonalities that's probably another objective” (308)*



*“we are staying in a particular or certain environment, we can’t interact with anyone else, so when we be meeting other people having same background and same purpose I think it will help us to share or to share our opinions, share our feelings, or at the same time to know from others participating.” (301)*

*“I guess this connection to a caring culture, you know connection to the culture of caring, caring for others, caring for pets, caring for self. And just taking that time out to do that.” (308)*

*“it has a sense of community about it. Everybody there is dog lovers, there’s that common link” (307)*

**iii) Continuation of the in-person program:** Some people referenced the in-person program when discussing the purpose of the remote version of PAWS Your Stress:

*“I believe that they’re looking to continue the program of using dogs to provide a relaxing, caring environment for staff and we can’t do it in person so online is the only other way to do that.” (309)*

To assess the program’s purpose more indirectly, interviewees were also asked: *“Why do you visit with the therapy dogs online?”* Response variability suggests the program serves multiple purposes for remote attendees.

**i) Connection with and/or love of dogs:** Interview participants mentioned that they visited the remote program because they enjoy dogs and wanted find ways to connect with them during the pandemic.

*“Well mainly I’m just a dog lover. They’re just so loving and lovable I don’t know you can’t, I can’t see a dog and not go away feeling better” (307)*

*“I lost my dog just before COVID to old age and I don’t know, it’s sort of been my contact with dogs since I haven’t replaced him yet” (302)*

*“I...have a dog allergy. I love dogs so much though...So this has just been a great way for me to still get my puppy fill necessarily without having to have an allergic reaction to them.” (306)*

*“I love seeing this diversity of dogs...when I’m seeing all these different sizes and shapes and colours and all these different dogs and they all kind of approach each other, they all kind of know similar things...So I think that seeing that diversity...but they all have these commonalities. I love that about visiting with dogs online” (308)*

**ii) Connection with other people:** Connecting with other humans in the session was relayed as a reason for attending the remote sessions.

*305, interviewer note: The participant stated “It is really nice in these times to see other people just to see their faces,” going on to say that this was especially related to being socially isolated. She noted that it was nice to see the dogs, but also to chat with the handlers and other students.*

*“The benefit to [the online program] is it gives me a constant, a touching point with my work environment, with colleagues, but not colleagues that I’m seeing every day in the regular course of my work where we’re wrestling with problems and trying to figure out how to do things. These are fun exchanges of colleagues, so it replaces the bumping into, say [person] at the coffee shop. This replaces that...I see my regular team all the time, but I miss that broader community and this is just a little slice of the broader community but it’s helped to replace that a bit in my world.” (309)*

Participants were also asked to quantify how much they attend the session for the animals versus the humans. While two individuals stated they visited only for the animals, eight individuals mentioned a combination of the humans and animals, suggesting the remote version of the program provides a space a for connection. Specifically, four individuals split their answer 50 – 50, three people said more for the dogs than the people, and one person attended more for the humans than the dogs.

**iii) To take a break:** For some interviewees, the remote program was a space to take a break and relax.

*“personally for me just to get my mind off stuff. Just because like there’s a lot going on with school and just being able to just see other things and especially you can’t go out right now” (303)*

*“I attend them for the purpose of an hour of relaxation I guess. Not in the sense of yoga relaxation, but more just it makes you focus on something else, you don’t have a chance to focus on the 18 assignments you have to do ‘cause you’re watching [therapy dog do activity] or something” (306)*

**iv) Curiosity/Interest:** Some individuals attended the sessions to learn how the program was adjusted into a remote format, or out of personal curiosity about the program.

*“I’m interested with how they flipped their whole research, you know ‘cause suddenly they couldn’t do all the things they had planned, so it’s interesting to see and impressive to see how they’ve completely changed things” (302)*

*“I just wanted to see how other people outside where I live relate to their dogs as well.” (311)*

*“I am a completely amateur in this field. I wanted to understand or to know about the therapy dog program.” (301)*

**Takeaway:** In line with the actual purpose of the remote PAWS Your Stress program, interviewees thought the remote sessions aimed to improve mental health (i.e., reduce stress, relax, take a break, etc.). Further, interviewees honed in on a program objective that is specific to the remote/online version: connection. Specifically, some believed a purpose of the program was to connect with other people, or more broadly, to connect with culture or the community. Personally, interviewees attended the sessions because they (a) liked dogs and/or wished to connect with them, (b) desired connection with other people, (c) wanted take a break, and (d) were curious about the program. The extent to which these reasons generalize to other session attendees is uncertain. However, it is worth noting these reasons when thinking about who the program is for.

## D. Remote Program Contributions

Participants were asked if there was anything the remote program provides that the in-person version might not provide to investigate the benefits of the remote version. Participants revealed several unique contributions, including increased accessibility, anonymity, seeing the dogs in their own atmosphere, not having to “share” the dogs with others, the ability for one-on-one connection, the presence of special guests, helpful for those who are shy or have social anxiety, seeing more dogs, having different “rooms,” and beneficial for those who may be scared of animals, but like them.

*“I like the...anonymity... Sometimes on Thursdays I’m pushing through the week, I don’t really want to have my camera on and talking with people and stuff. I’d rather just be kind of faceless and nameless and put in the chat ‘Hi guys, thanks for having this, so excited to see your dogs’ ... There’s definitely less pressure... when showing up I suppose and I do really appreciate that.” (306)*

*“with the online you can see them more in their atmosphere like doing daily activities rather than like just having everyone together trying to pet them at once.” (303)*

*“the online program has a unique feature that is the programs can reach to many people.” (301)*

*“with the online when you’ve got one handler and a couple of students, or 2-on-2 it’s a smaller intimate setting...that communication practice kind of becomes very important and a big part of the experience for...students who are wanting to practice English and practice communicating.” (308)*

305, interviewer note: *The participant described having special guests as a bonus to the remote sessions*

*“I think there would be a few people just in my circle I know that there is some people with social anxiety and they don’t go out and do these things because they don’t want the social interaction. So I think that this would be huge for them” (306)*

*“it was kind of nice online too because most of them have other dogs, but they’re not certified therapy dogs necessarily. But I got to see them too.” (307)*

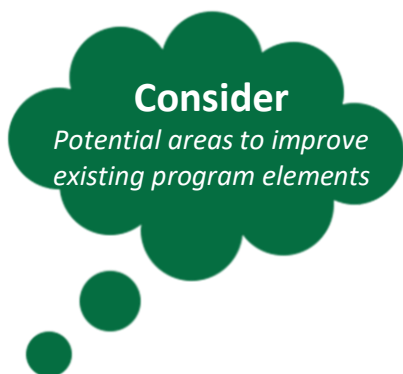
*“there’s some people they like animals but then they’re afraid of certain animals, I feel like with the online aspect they get to watch the animals but then they don’t have that added anxiety of actually being around them and being afraid that they will get hit” (311)*

**Takeaway:** The diversity of responses related to the unique benefits of the remote program provides evidence that interviewees found value in it. For example, the remote program allows for anonymity and increased accessibility for those who may have challenges attending in-person. Participants also shared the benefit of having special guests and the opportunity to see more animals. Related to mental health, a participant suggested the remote program may be beneficial for those who are anxious in social situations. Overall, responses appear to indicate the merit of continuing the program remotely.



## E. Program Feedback and Impact

To elicit feedback about the remote/online program, interviewees were asked about their satisfaction with seven different aspects of the program: (a) social media; (b) session dates/times; (c) session frequency; (d) Zoom platform; (e) special guests; (f) animal handlers; and (g) peer health mentors. As with the questionnaires, responses were coded as “Consider” (potential areas to improve existing program elements), “Reflect” (suggestions for new program elements), and “Continue” (appreciated program aspects).



**i) Social media/Advertising:** Participants shared several suggestions relating to the number of social media posts, the content in the posts, and the location of advertisements.

*“the amount I think should be increased somehow or through several medias or means.” (301)*

*“for me there is that connection piece and I think that [for] our students that is a draw for them...so that connection piece might be a way to expand the advertising I guess. So that...you know you don't have to be stressed to come to here to this session. You can*

*come just to connect, get a sense of community, get a sense of caring for yourself, caring for others.” (308)*

*“Maybe if it was a more specific email just for the PAWS Your Stress program and like pictures of the dogs maybe that might be a way to more directly show what it is” (310)*

*“I: Do you think could be handier to have a department email, than a PAWS post? P: I think so. I think it would get noticed faster. Emails, you're in your emails all the time. PAWS you have to go and look for it” (307)*

**ii) Session dates/times:** One participant noted how the set date and time was not optimal for them:

*“1pm I guess most of the events take place, but it's really difficult for me to attend the programs at [time in their location]” (301)*

**iii) Session frequency:** One individual proposed having the program run even more frequently than twice a week during exam season:

*“They could probably almost have it every day during exams I think. I know, like I worked in [college] and I remember them having dogs in the library there during exams. They were always pretty busy it looked like to me” (307)*

**iv) Animal handlers:** One participant who joined later in the session shared that they felt disconnected when entering a room with handlers who were conversing among themselves:

*"I don't necessarily know how to improve that and as I said I don't have a problem with them talking amongst each other, I mean they're sitting there for an hour or two...I wonder if there's a way to kind of address that more explicitly when someone joins. It's hard 'cause you also don't want to put them under pressure if they aren't comfortable talking or anything like that, but almost being like 'Is there anything you want to see? Do you have any questions for the dogs? Or about the dogs? Or about what we do? This is just what we were talking about. Let us know if you need anything' But again if there's so many people joining all the time then that might not be feasible either because then maybe it would always just be doing that catch up. Cause sometimes you don't realize you have a question or anything until you're asked."*

**vii) Peer health mentors:** Only two interview participants were knowledgeable about peer health mentors (303 & 305), and correctly suggested that their role was to monitor the sessions, provide information on peer health services, and to answer questions. One participant noted: *"making their identification maybe a bit more explicit would be good"* (305).



**i) Social media:** One participant talked at length about an idea of how to connect individuals with the remote/online therapy dog program more, and two participants suggested content that could be included on PAWS Your Stress social media.

*"Have a contest. If you had a contest...you can promote it on PAWS on the PAWS channel, you could promote it to all of the student groups, all of the faculty and staff groups, all of the departments, and invite people to send in their clips of, you know, bubbling with your dog I guess, whatever you want to call it, quarantining with your dog. And you can do it over a course of about 4 weeks and have 'the best of' each week and then you can have a grand winner...Just an e-gift certificate...That would get a lot of buzz going."* (309)

*"they could ask for community members to send in stuff that they can post...maybe they can have a name for the ...followers...and have a different posting every week or every two weeks of community members dogs... It could even be something as just a walk from a dog's eye view, or the dog looking at birds."* (309)

*"maybe interviews with the dogs like 'What's their name? What's their favourite toy? What do they like to do?' That might be cute or some videos of them playing or something that might be cute."* (310)

**ii) Session dates/times:** Scheduling some sessions outside of the Thursday at 1:00pm timeslot was recommended by some individuals to increase availability:

*305, interviewer note: The participant shared that having an occasional evening session might increase availability for those who are unable to attend during the day.*

*“weekend can be an option because people stay home, they feel a bit relaxed and they can enjoy the event without having any... pressure of class, pressure of going to some other space or meeting other people...during week days when the program goes on.” (301)*

*“I wonder if some people might be interested in an evening time, just because you’re relaxed, you’re at home...might be helpful, be more people ‘cause if you’re working 1pm on a Thursday, you’re usually working, if you’re a student 1pm on a Thursday you may be busy.” (308)*



**i) Social media/Advertising:** Participants who were aware of the PAWS Your Stress social media accounts thoroughly enjoyed the content and were overall satisfied.

*“They do catchy things that are, you know, cute to get people’s attention. Like the Halloween one obviously the dogs in costumes or dogs doing funny things” (302)*

*305, interviewer note: The participant likes the humorous, cartoon posts, the slow-motion challenge videos, and the variety of content that is posted.*

*“I appreciate the fact that they don’t over-post. But they post consistently enough for me to still know what’s going on” (306)*

*“I hope when we’re all back to whatever the new normal is going to look like, that they don’t completely drop [the social media] because I found it really helpful and positive, it was a really positive thing that’s happened for me.” (309)*

**ii) Session dates/times:** Most participants were satisfied with the set schedule on Thursday at 1pm:

*“Yeah it works for me...‘cause often my work schedule is a little flexible, especially being at home” (307)*

*“Just something to break up school because it gets very easy to get stuck in it and not breaks or take breaks that aren’t really breaks. Or on the flipside take too much of a break and then completely separate it” (310)*

**iii) Session frequency:** Interviewees largely enjoyed having the sessions once every two weeks regularly, and twice a week during final exam period:

*“If you have them too often I think you kinda lose interest or lose some of the people that watch...Every couple weeks gives them something to look forward to.” (302)*

*“I: you think [twice a week] is okay during the more high-stress periods? P: Yeah, because...let’s say one week they may be not able to attend, at least they can attend the next week instead of wait for a whole long time before they can attend again.” (302)*

*“I think if it was every week...I probably wouldn’t go...But if it’s every two weeks then it’s a little more valuable almost. ‘Cause if you don’t go today you don’t get another chance for two weeks” (307)*

**iv) Zoom platform:** Every participant was satisfied with using Zoom as the platform to conduct the remote sessions:

*“Yeah I think Zoom is better than any other you know apps or online platform like this. I mean to be specific if I talked about Web-ex, it takes or it requires higher bandwidth, so Zoom...it’s user friendly I guess.” (301)*

*“I think it was great and I really like that aspect of the breakout sessions, so then you can go and see different dogs and different people. It was pretty cool.” (311)*

*“Zoom is my favourite online meeting platform out of all the ones I’ve tried. I really like Zoom and I like that you can choose to put your video on or you can have it muted if someone is talking...I’ve just [had] nothing but good experiences with [Zoom]” (305)*

**v) Special guests:** For those who had experienced special guests in the Zoom session they attended, their feedback was positive:

*“Oh they’re fantastic. I was so excited when there was a bearded dragon on there. It was so cool. Yeah I’m pretty satisfied with it I think it’s a good change up” (306)*

*“that was awesome the cat was there...That’s a great hook though, ‘we’re going to have a special guest.’” (308)*

**vi) Animal handlers:** Participants spoke about the handlers positively and appreciatively:

*“I really appreciate all that they’re doing especially with everything being online, it’s definitely one thing for them to show up at a place and do their regular thing, but it’s a whole different thing for them to learn a whole new system and a way of doing things, and especially for the dogs to sit still and look near the camera.” (306)*

*“I just think they’re doing such a good job of learning this platform like I really commend them on making the effort to having to completely adjust” (305)*

*“They’re really careful to include everybody, like some were more quiet than others so they would ask them if they had any questions, that kind of thing, so they made them feel very welcome and that they could participate fully or just watch.” (302)*

*“I like how they show their affection towards the animals and how they are so willing to tell their stories about their relationships with these animals and usually they are quite intimate, I mean really emotion...you can see their emotional connection to the animals.” (308)*

*“the handlers become even more important [online] because they’re the... bridge because we can’t just reach out and touch the dog...and it’s hard to communicate with the dogs, they don’t really do screens, most of them like they’re not looking at the screen. So the handler’s, the interpreter almost, so they become a lot more important in the online environment I would say.” (308)*

*“I think they have a tough job because they’re sitting there with their dog trying to convey feelings of warmth and empathy and inclusion and still be interesting and dynamic. And they’re having to carry the whole conversation themselves, it’s like being at the dinner table and everybody’s silent and you’re the one who has to carry the talk. So I think they have a really hard job and they’re doing great really.” (309)*



Multiple participants commented on two miscellaneous topics:

**i) Disadvantages to the remote program:** Individuals who had attended the in-person session mentioned some disadvantages to the remote program. Disadvantages were tied to the lack of physical contact with the dog, not having eye contact, or just not being in the physical presence of the dog.

*“There’s something about actually petting a dog, that physical contact, the energy. You don’t get that from the online” (308)*

*“human to dog contact, like actually physically touching the dogs, looking into their eyes, getting a laugh out of them although that can happen online I guess too. Those would be the disadvantages.” (302)*

*“I think it’s a bit more challenging for the online program because obviously one of the huge impacts comes from being in the physical presence of the dog and no matter what you do online you can’t replicate that for your viewer.” (309)*

**ii) The role of social media in the remote/online program:** Some participants indicated that the social media pages were part of the program:

*“I: ...So does the online therapy dog program mean anything specifically to you? P: I really like enjoy seeing videos of the dogs and also just like the photos...even throughout the week when I see them so I really appreciate that” (305)*



*“I follow the group on Instagram and I follow them on Facebook and I get just as much positive reward from that, maybe more so because I'm checking all the time, every time I open up my Instagram there's the latest posting and that's made quite a huge positive impact on me being stuck at home and not seeing anybody. Particularly as some of those dogs I know 'cause I saw them in person before, right?” (309)*

*“P: You know I've never seen those [social media posts] as advertisement. They always come across to me as yet another method of engagement...it's more than just an advertisement to me” (309)*

*“I know in the summer they did like live videos but then it was also uploaded to YouTube...so it's not like a set time that you have to go to it, you can watch it any time.” (303)*

**Takeaway:** Interviewees indicated their enjoyment and positive regard toward the PAWS Your Stress program. The session dates and times worked with most individuals' schedules; however, they acknowledged that it may not work for everybody, and suggested offering an evening or weekend session once in a while. Similarly, interviewees were largely satisfied with the frequency of sessions, special guests, and using Zoom as the platform. The participants also enjoyed the team's social media posts, commenting positively towards the frequency of posts, humorous posts, challenges, and special event posts. New social media suggestions included inviting the follower community to provide social media content and conducting “interviews” with the therapy dogs. Additionally, some people indicated that social media was part of the program. This suggests the significance of the PAWS Your Stress social media to the program, and calls for consideration of how social media can be used to engage the target audience. Many participants were not knowledgeable about peer health mentors. Thus, it is worth reviewing their role in the remote sessions, and thinking about how they can maximally contribute in order to work towards the program goals. Interviewees' program appreciation was especially evident when discussing the animal handlers. Handlers were described as inclusive, affectionate, and as having a unique role in the remote space by acting as a “bridge” between the animals and the attendees. One participant experienced a challenge that was observed by a peer health mentor; specifically, feeling disconnected when entering a Zoom room with individuals who are already engaged in a conversation. Further investigation is needed to determine how to best address these types of situations. Despite not being able to have physical contact with the dogs, the interviewees' narratives add to the evidence that the remote/online program is valuable and worthwhile.

## Social Media Analysis

---

PAWS Your Stress is present on multiple social media platforms, including Instagram ([@pawyourstress](#)), Facebook ([PAWS Your Stress](#)), Twitter ([@PawsStress](#)), and YouTube ([PAWSYourStress](#)). In addition, the team created a website for the program that is regularly updated (<https://www.therapydogs.ca>). This brief social media analysis focusses on descriptive data gathered from the team's Instagram and Facebook pages. Twitter was not included in the analysis, as it is not regularly used, and YouTube was not included because it was not pertinent to the remote Zoom sessions. Further, Google Analytics was not operating successfully at the time the social media analysis began; thus, the website was not included in this analysis.

**Highlights**

- ◆ Following on Instagram and Facebook continuously increased over the months
- ◆ Average number of post likes on Instagram was consistent across months
- ◆ Average number of post likes on Facebook dropped over 50% from September to October, and remained consistent in November and December
- ◆ With the exception of November, Facebook posts receive more comments than Instagram posts
- ◆ Comments on Instagram and Facebook posts are overwhelmingly positive

**A. Instagram and Facebook at a Glance**

Descriptive information was recorded by month from September 2020 – December 2020. Specifically, within one week of the final day of the month, information about followers, posts, and post interactions was documented. Table 5 and 6 outline the data collected from Instagram and Facebook, respectively.

**Table 5***Instagram performance*

	September 30 2020	October 30 2020	November 30 2020	December 31 2020
<b>Number of followers</b>	990	998	1011	1027
<b>Gain in followers</b>	N/A	8	13	16
<b>Number of posts within the month</b>	30	22	23	25
<b>Total number of posts</b>	237	259	282	307
<b>Average number of likes per post within the month</b>	28.17	36.90	33.17	36.92
<b>Number of comments made*</b>	10	7	20	10

\* The number of comments made does not include comments that the PAWS Your Stress team used for hashtags. However, it does include other comments made by the PAWS Your Stress account.

**Table 6**  
*Facebook performance*

	<b>September 30 2020</b>	<b>October 31 2020</b>	<b>November 30 2020</b>	<b>December 31 2020</b>
<b>Number of followers</b>	833	848	862	887
<b>Gain in followers</b>	N/A	15	14	25
<b>Number of page likes</b>	726	738	743	764
<b>Gain in page likes</b>	N/A	12	5	21
<b>Number of posts within the month</b>	35	28	31	47
<b>Average Number of likes per post within the month</b>	17.54	8.38	6.03	6.91
<b>Average number of <i>other</i> reactions per post within the month*</b>	3.66	2.83	2.35	4.36
<b>Average number of engagements per post within the month**</b>	48.46	28.71	30.87	71.36
<b>Average number of people reached per post within the month**</b>	437.97	281.96	332.13	616.26



<b>Percentage reached that engaged with the content</b>	11.06%	10.18%	9.29%	11.58%
<b>Average number of shares per post</b>	1.71	0.71	1.48	3.41
<b>Number of comments made**</b>	69	21	10	77

\*This is the number of reactions other than likes (i.e., love, care, haha, wow, sad, angry)

\*\*Engagement refers to likes, reactions, shares, and comments on the post

\*\*\*Reach refers to the number of unique people who saw the post

\*\*\*\*The number of comments made includes comments made by the PAWS Your Stress account.

Information was also gathered on the type of posts that were made within each month. Table 8 and 9 show that pictures are the most common type of post on both platforms. The content included in each type of post is outlined in Appendix E.

**Table 8**

*Type of Instagram posts made each month*

	<b>Sept 2020</b>	<b>Oct 2020</b>	<b>Nov 2020</b>	<b>Dec 2020</b>
<b>Video (n)</b>	3	1	7	1
<b>Picture (n)</b>	23	19	14	18
<b>IGTV (n)</b>	4	2	2	6
<b>Total</b>	<b>30</b>	<b>22</b>	<b>23</b>	<b>25</b>

**Table 9**

*Type of Facebook posts made each month*

	<b>Sept 2020</b>	<b>Oct 2020</b>	<b>Nov 2020</b>	<b>Dec 2020</b>
<b>Video (n)</b>	8	3	11	9
<b>Picture (n)</b>	24	22	16	24
<b>Link (n)</b>	3	3	4	14
<b>Total</b>	<b>35</b>	<b>28</b>	<b>31</b>	<b>47</b>

## **B. Instagram and Facebook Comments**

Comments made on Instagram and Facebook posts between September 2020 and December 2020 were overwhelmingly positive (See Appendix F for a full list of comments). Commenters frequently responded to posts using text, but also communicated their responses through emojis. On several occasions, commenters tagged someone they knew in the comment, which may have increased the number of engagements and views the posts received.

## Conclusions

---

### A. Summary

This process evaluation was conducted from September to December 2020 to gain a better understanding of how the newly established remote/online version of PAWS Your Stress functions. In addition, the evaluation aimed to obtain program feedback from those who attend the sessions, as well as all involved stakeholders, in order to improve program operation. The following methods were pursued to achieve these goals:

- Stakeholder meetings with team members resulted in a new partial program logic model that more accurately represents the operational aspects of the remote/online program (See Appendix A).
- Mixed-method questionnaires revealed that all groups of questionnaire respondents were either very satisfied or somewhat satisfied with the remote sessions. Suggestions for improvement included appointing a moderator for each Zoom room, increasing attendance, and attendee engagement. Respondents spoke appreciatively towards the conversations that took place in the sessions, the positive atmosphere, and various aspects of program operation (e.g., breakout rooms, special events, special guests).
- Qualitative interviews with session attendees provided evidence of the value of continuing PAWS Your Stress remotely/online. Interviewees outlined multiple audiences that would benefit of the program, as well as various advantages of having the program remotely (e.g., accessibility, anonymity, special guests). Attendees' reasons for visiting fell under four main categories: connection with dogs, connection with people, to take a break, and curiosity/learning.
- A brief social media analysis was conducted for the team's Instagram and Facebook, illustrating a month-by-month look at followers, posts, and post interactions. While Instagram has more followers than Facebook, people tend to comment more on Facebook posts than Instagram posts.

As this evaluation took place in the midst of a global pandemic, it is critical to acknowledge that this context inevitably influenced all aspects of the evaluation. Recruitment strategies and methodology were chosen to align with public health and safety guidelines (i.e., everything took place remotely/online). Further, the extent to which participant responses were impacted by the larger context is uncertain. Thus, it is important to keep in mind that results may have differed if this remote/online version of the program were to take place in a less challenging time.

### B. Limitations

While this evaluation incorporated multiple sources of data, including the use of mixed-methods to result in a comprehensive data set, there are important limitations to consider (See Table 10).

**Table 10**  
*Evaluation Limitations*

<b>Category</b>	<b>Limitation</b>
<b>Timeline</b>	This evaluation was part of a time-limited student practicum. Thus, methods were limited in order to allow time for recruitment, data collection, analysis, and report write-up. Nevertheless, mixed-methods were carried out and resulted in detailed data from all program stakeholders and session attendees.
<b>Interview Sample Size</b>	Due to timeline limitations and challenges recruiting individuals for virtual qualitative interviews, recruitment stopped once 10 individuals had participated. The interviews, though, resulted in comprehensive feedback regarding all relevant aspects of the program's process.
<b>Zoom Technicalities</b>	Internet connection difficulties were sometimes experienced during Zoom interviews. Some responses were compromised in the transcript when connections cut out. However, the interviewer took notes for each individual, capturing the overall nature of their responses.

### **C. Future Directions**

The results of this process evaluation will be used to help improve the processes involved in the remote/online PAWS Your Stress program. Particularly, the sections in this report that outline program feedback from program stakeholders and session attendees can assist the team in considering future directions for the remote/online program. An outcome evaluation will be conducted from February 2021 to April 2021 in order to focus on the impact the remote program has on session attendees. Evaluation recommendations will be included in the final outcome evaluation report.

**Appendix A**  
**Partial Program Logic Model**

Program Logic Model  
PAWS Your Stress: Online Version

Inputs	Activities	Audience
St. John Ambulance Dogs & Handlers  Program Coordinators  Funding  Zoom  Social Media  Website  Peer Health Mentors  Online training for Handlers  Social Media Training  Contest Prizes	Scheduled Zoom Sessions  Recorded Videos on Social Media  Live Events on Social Media  Special Request Sessions	Usask Students  Usask Community  Broader Community



## **Appendix B**

### **SurveyMonkey Questionnaire Questions**

---

#### **A. Program coordinator questionnaire**

Thank you for participating in our questionnaire regarding the online PAWS Your Stress session! The information from this questionnaire will be used to help us improve the online program.

*1. What platforms were used to promote the most recent PAWS Your Stress session?*

Instagram  
Facebook  
Twitter  
Website  
Other (please specify)

*2. What type of advertisements were used to promote the most recent PAWS Your Stress session?*

Meet the animal  
Highlight type of session  
Other (please specify)

*3. Did you experience any technical difficulties during the session?*

No  
Yes (Please explain)

*4. Did you notice any session attendees experience technical difficulties during the session?*

No  
Yes (Please explain)

*5. How many animal/handler teams were present? (Please provide response in numerals. E.g., 2)*

*6. Which animal/handler teams were present?*

Andrew/Luna  
Carol/Shep  
Colleen/many dogs  
Doreen/Laddie  
Holly/Opal  
Jane/Murphy  
Jeanette/Almond  
Karen/Frank  
Kim/Milo  
Kim/Payton  
Linzi/Steve

Lori/Winston  
Maryellen/Waffle  
Shayla/Posty  
Stephanie/?  
Susan/Lucy  
Taunia/Dibs  
Tonya/Zaphod  
Wendi/Womble  
Other (Please specify)

7. *How many program coordinators/team members volunteered? (Please provide response in numerals. E.g., 2)*

8. *Which program coordinators/team members volunteered?*

Ben  
Colleen  
Holly  
Linzi  
Maria  
Maryellen  
Other (Please specify)

9. *How many peer health mentors were present? (Please provide response in numerals. E.g., 2)*

10. *Which peer health mentors were present?*

Jenna  
Kazma  
Nadia  
Other (Please specify)

11. *How many participants attended the session? (Please provide response in numerals. E.g., 2)*

12. *How many participants were... (Please provide a numeric response in each box. E.g., 0)*

Students  
Faculty  
Staff  
Other

13. *What did you do during the session?*

Welcomed attendees  
Navigated attendees into rooms  
Helped attendees with technical difficulties  
Answered questions placed in the chat box  
Answered spoken questions  
Sent reminders to attendees (e.g., session ending)  
Participated in Zoom room conversations

Initiated Zoom room conversations  
Other (Please specify)

*14. Overall, how satisfied were you with the session?*

Very satisfied  
Somewhat satisfied  
Neither satisfied or dissatisfied  
Somewhat dissatisfied  
Very dissatisfied

*15. Please describe why you chose your level of satisfaction*

*16. What is one thing about the session that went well?*

*17. What is one thing about the session that could have been improved?*

*18. Please share any other comments you have regarding the most recent PAWS Your Stress session*

## **B. Volunteering team member questionnaire**

Thank you for participating in our questionnaire regarding the online PAWS Your Stress session! The information from this questionnaire will be used to help us improve the online program.

*1. Which animal/handler teams did you observe in your Zoom room?*

Andrew/Luna  
Carol/Shep  
Colleen/many dogs  
Doreen/Laddie  
Holly/Opal  
Jane/Murphy  
Jeanette/Almond  
Karen/Frank  
Kim/Milo  
Kim/Payton  
Linzi/Steve  
Lori/Winston  
Maryellen/Waffle  
Shayla/Posty  
Stephanie/?  
Susan/Lucy  
Taunia/Dibs  
Tonya/Zaphod  
Wendi/Womble  
Other (Please specify)

2. *What activities did the animal/handler teams do?*

Play  
Rest  
Question and answer  
Tricks  
Training  
Wellbeing exercise  
Share mental health and wellbeing tips  
Walking  
Games  
Other (Please specify)

3. *How would you describe the animals' demeanour?*

4. *Which peer health mentor was in your Zoom room?*

Jenna  
Kazma  
Nadia  
Other (Please specify)

5. *What did the peer health mentor do during the session?*

Quietly observed  
Participated in conversation  
Initiated conversation  
Provided information on peer support  
Provided information on university support  
Other (Please specify)

6. *How engaged were participants? (E.g., talkative, camera on, etc.)*

Very engaged  
Somewhat engaged  
Neither engaged or disengaged  
Somewhat disengaged  
Very disengaged

7. *How many participants engaged with the animal/handler team? (E.g., talked)*

All of them  
Most of them  
Some of them  
None of them

8. *How would you describe participants' engagement?*



9. *What did you do during the session?*

Quietly observed  
Participated in conversation  
Initiated conversation  
Answered questions placed in the chat box  
Other (Please specify)

10. *Did you experience any technical difficulties during the session?*

No  
Yes (Please explain)

11. *Did you notice any session attendees experience technical difficulties during the session?*

No  
Yes (Please explain)

12. *Overall, how satisfied were you with the session?*

Very satisfied  
Somewhat satisfied  
Neither satisfied or dissatisfied  
Somewhat dissatisfied  
Very dissatisfied

13. *Please describe why you chose your level of satisfaction*

14. *What is one thing about the session that went well?*

15. *What is one thing about the session that could have been improved?*

16. *Please share any other comments you have regarding the most recent PAWS Your Stress session*

### **C. Animal handler questionnaire**

Thank you for participating in our questionnaire regarding the online PAWS Your Stress session! The information from this questionnaire will be used to help us improve the online program.

1. *Do you have a St. John Ambulance therapy dog?*

Yes  
No

*2. How did you and your animal participate in the session?*

Play  
Rest  
Question and answer  
Tricks  
Training  
Wellbeing exercise  
Share mental health and wellbeing tips  
Walking  
Games  
Other (Please specify)

*3. How would you describe your animals' demeanour?*

*4. How engaged were participants? (E.g., talkative, camera on, etc.)*

Very engaged  
Somewhat engaged  
Neither engaged or disengaged  
Somewhat disengaged  
Very disengaged

*5. How many participants engaged with the animal/handler team? (E.g., talked)*

All of them  
Most of them  
Some of them  
None of them

*6. How would you describe participants' engagement?*

*7. Overall, how satisfied were you with the session?*

Very satisfied  
Somewhat satisfied  
Neither satisfied or dissatisfied  
Somewhat dissatisfied  
Very dissatisfied

*8. Please describe why you chose your level of satisfaction*

*9. What is one thing about the session that went well?*

*10. What is one thing about the session that could have been improved?*

*11. Please share any other comments you have regarding the most recent PAWS Your Stress session*

#### **D. Peer health mentor questionnaire**

*1. How engaged were participants? (E.g., talkative, camera on, etc.)*

Very engaged  
Somewhat engaged  
Neither engaged or disengaged  
Somewhat disengaged  
Very disengaged

*2. How many participants engaged with you? (E.g., talked)*

All of them  
Most of them  
Some of them  
None of them

*3. How would you describe participants' engagement?*

*4. What did you do during the session?*

Quietly observed  
Participated in conversation  
Initiated conversation  
Provided information on peer support  
Provided information on university support  
Other (Please specify)

*5. Overall, how satisfied were you with the session?*

Very satisfied  
Somewhat satisfied  
Neither satisfied or dissatisfied  
Somewhat dissatisfied  
Very dissatisfied

*6. Please describe why you chose your level of satisfaction*

*7. What is one thing about the session that went well?*

*8. What is one thing about the session that could have been improved?*

*9. Please share any other comments you have regarding the most recent PAWS Your Stress session*

## Appendix C

### Qualitative Interview Informal Consent Form

---

#### Information & Informal Consent Form: Online PAWS Your Stress Therapy Dog Program Evaluation Interview

**Student evaluator:**

Shaneice Fletcher-Hildebrand, MA student, Department of Psychology, University of Saskatchewan

Email: [shaneice.fletcher@usask.ca](mailto:shaneice.fletcher@usask.ca)

**Evaluation supervisors:**

Dr. Colleen Dell, Professor, Department of Sociology & School of Public Health, University of Saskatchewan

Email: [colleen.dell@usask.ca](mailto:colleen.dell@usask.ca)

Dr. Linzi Williamson, Postdoctoral Fellow, Department of Sociology, University of Saskatchewan

Email: [linzi.williamson@usask.ca](mailto:linzi.williamson@usask.ca)

---

**Purpose:** The purpose of this evaluation is to assess how the online PAWS Your Stress therapy dog program at the University of Saskatchewan is operating, in order to improve the program.

**Procedures:** This evaluation is being conducted by a student evaluator who is external to the PAWS Your Stress program, in order to fulfill a Master's level practicum requirement. If you are interested in participating, you will be asked to complete an online interview (via Zoom) with the student evaluator, which will take approximately 30 – 60 minutes to complete. With consent, the interview will be recorded by the student evaluator on an external recording device. You are not required to have your camera on. You will be asked about your experiences and satisfaction with the online PAWS Your Stress therapy dog program, as well as your opinion on how the online program can be improved. Interviews will be transcribed by the student evaluator. Please feel free to ask any questions regarding the procedures and goals of the study or your role.

**Potential Risks:** It is unlikely, but possible, that some interview questions will bring forth uncomfortable thoughts. Feel free to not answer any questions that make you uncomfortable. We also encourage you to ask the interviewer for help to locate appropriate resources. As well, you may wish to contact the following services for assistance:

- *For University of Saskatchewan students:*
  - University of Saskatchewan Student Wellness Centre (Email: [student.wellness@usask.ca](mailto:student.wellness@usask.ca); Phone: 1-306-966-5768); Website: <https://students.usask.ca/health/centres/wellness-centre.php>)
- *For University of Saskatchewan employees:*
  - University of Saskatchewan Wellness Resources for employees (Email: [wellnessresources@usask.ca](mailto:wellnessresources@usask.ca); Phone: 1-306-966-4580)
- *Other resources:*
  - Canada HealthLine (Phone: 8-1-1)

- Saskatchewan 211 (Phone: 2-1-1; Website: <https://sk.211.ca>)
- Saskatoon Crisis Intervention Service (Phone: 1-306-933-6200; Website: <https://saskatooncrisis.ca>)

**Potential Benefits:** The feedback you provide may be used to make improvements to the University of Saskatchewan’s online PAWS Your Stress therapy dog program.

**Confidentiality:** Any information shared with the student evaluator will be kept confidential. This means that your name will not be attached to any data that may be published and/or presented at conferences. Although direct quotations may be reported from the interview, you will be given a pseudonym, and all identifying information will be removed from the report.

**Data Storage:** Audio recordings will be kept in a password protected computer, and will be deleted immediately following completion of data transcription. Transcripts will be stored in a password protected computer, and will require a separate password to be viewed. Only the evaluation team will have access to the transcripts. The consent form document with your name on it will be password-protected and stored in an online folder, separate from the audio recordings and transcripts. All data will be destroyed beyond recovery 5 years following any resulting publications.

**Right to Withdraw:** Your participation is voluntary and you can answer only those questions that you are comfortable with. You may withdraw from the research project for any reason, at any time without explanation or penalty of any sort. If you wish to withdraw, please contact the student evaluator or the evaluation supervisors, who will ensure any information you provide us with in the interview will be destroyed beyond recovery. The only exception to data withdrawal is once the data has been analyzed.

**Zoom:** The online Zoom interviews will be conducted using the most recent version of a Zoom Pro account. A password will be required to enter the Zoom room. The meeting link and password will only be shared with you via email. To further protect your privacy, the meeting will be locked after you have entered, which means no new participants can join. Although every effort will be made to ensure privacy, no guarantee of data privacy can be made with any currently used platforms.

**Recording:** The interview will not be recorded using Zoom’s recording feature. Cloud recording and automatic recording options will be disabled prior to the meeting. As a participant, you may not make any unauthorized recordings of the interview.

**Privacy:** The Zoom server (i.e., data centre) associated with the current interviews is located in Canada. None of the data will be stored on any servers outside Canada.

- To view Zoom’s privacy statement, click the following link: <https://zoom.us/privacy>
- To view Zoom’s terms of service, click the following link: <https://zoom.us/terms>
- If you have questions about Zoom’s terms, policies, and compliance, send an email to: [legal@zoom.us](mailto:legal@zoom.us)

**Follow up:** Please let the student evaluator know if you would like to obtain results from the evaluation. A summary of the results can be provided via email following completion of the evaluation.

**Questions or Concerns:** Do not hesitate to contact the student evaluator or evaluation supervisors using the information at the top of page 1.

**Oral consent:**

- Do you agree to take part in this interview?
- Do you agree to be audio-recorded?
- Do you agree that you will not make any unauthorized recordings of the interview?

I read and explained this consent form to the participant before receiving the participant's consent, and the participant had knowledge of its contents and appeared to understand it.

\_\_\_\_\_  
Name of Participant

\_\_\_\_\_  
Researchers signature

\_\_\_\_\_  
Date

## **Appendix D**

### **Qualitative Interview Guide**

---

Because this is part of an evaluation of the USASK PAWS Your Stress Therapy Dog program, we do not need to obtain formal consent. However, I would like to go over the information/informal consent sheet I provided you in our email before we start.

*Do you have any questions before we begin?*

#### **1. In your opinion, what do you think is the purpose of the online version of the USask PAWS Your Stress therapy dog program?**

*Prompts*

- *What does visiting online with the therapy dogs mean to you?*
- *If they mention support or comfort/love – ask them what that means to them (getting at how they define or understand the term).*

#### **2. How did you learn about the USASK online therapy dog sessions?**

*Prompts*

- *Have you viewed the advertisements posted on PAWS or social media?*
- *Do you follow the therapy dogs on Instagram, Facebook, Twitter, or website?*
- *How satisfied are you with the therapy dog social media posts? (E.g., type, amount)*
- *Do you comment on or like the posts?*
- *Is there anything else you'd like to see with advertisements or posts? Suggestions for improvement?*

#### **3. Why do you visit with the therapy dogs online?**

*Prompts*

- *Did you ever visit with the dogs in person?*
- *What do you hope to get out of the online therapy dog sessions?*
- *What do you like most about the dogs?*
- *What do the dogs and their handlers do for you? Are there things they do that help you in any way? (If they've visited the dogs in-person before, is there anything that they provide you with online that they are not able to provide you with in person?)*

#### **4. Do you attend the session to visit with the animals or the humans?**

*Prompts*

- *Which animals? (Therapy dogs, other animals?)*
- *Which humans? (handlers, peer mentors, other attendees?)*
- *If for both- How would you quantify your reason for attending the session? For example, wanting to attend 50% for the animal and 50% for the handlers.*



### **5. Do you know if peer health mentors have been present in your sessions?**

*Prompts*

- *May need to explain who PHM are and their roles*
- *If yes- What do you think the role of the peer health mentors is? What do they add to the session(s), if anything?*

### **6. Who do you think would benefit from visiting online with the dogs? Why? How so? In what ways?**

*Prompts*

- *Have you referred anyone you know to the online program? If so, who? For what reason(s)?*

### **7. How satisfied are you with attending the online therapy dog sessions? Why?**

*Prompts*

- *Are you satisfied with the dates/times of the online sessions? Why?*
- *Are you satisfied with frequency of the online sessions? Why?*
- *Are you satisfied with using Zoom as the online platform for the online sessions? Why?*
- *Did you know there were special guests (bearded dragon, cat)? Are you satisfied with the special guests?*
- *Are you satisfied with the animal handlers? Why?*
- *Are you satisfied with the peer health mentors? Why?*

### **8. Are there any barriers that prevent you from visiting the therapy dogs online?**

*Prompts*

- *Dates/time of the online sessions*
- *Internet connection/Zoom challenges*
- *Can you think of potential barriers that others may experience? How might we remove or lessen those barriers?*

### **9. What might make it easier for you to visit with the therapy dogs online in the future?**

*Prompts*

- *Do you plan on visiting the therapy dogs online again in the future?*

### **10. Is there anything else we have not talked about today that you would like to share about visiting with the therapy dogs online?**

**Conclusion:** *Thank you for sharing your ideas with me today. We appreciate the time you've taken to complete this interview, which will help us improve the online program. Do you have any questions before we sign off? I will send you the e-transfer, and I will just need a screenshot confirmation that you received it. Thanks!*



## **Appendix E**

### **Instagram and Facebook Posts**

---

#### **Instagram post content by type of post (September – December, 2020)**

##### **A. September**

###### ***i) Videos***

- 2: Advertise FB live event (therapy dog birthday)
- 1: Animal cartoon

###### ***ii) Pictures***

- 1: Therapy dog statue/website advertisement
- 1: Team member birthday
- 2: Advertise FB live event (therapy dog birthday)
- 2: Advertise online PYS session (non-therapy dog/animal photo)
- 7: Advertise online PYS session (therapy dog photo)
- 2: Advertise online PYS session (special guest photo)
- 4: Advertise online PYS sessions (testimonial)
- 1: Info about online PYS session
- 1: About a therapy dog
- 2: Animal cartoon
- 1: Advertise event other than PYS session (reducing stigma)

###### ***iii) IGTV***

- 1: Therapy dog story (Handler talking about dog, while videos of therapy dog play)
- 1: Therapy dog birthday/introduce the PAWS Your Stress team
- 1: PYS team member discusses horse wellness
- 1: PYS Founder presents about the role of dogs in treatment for persons with addiction

##### **B. October**

###### ***i) Videos***

- 1: Advertise non-PYS therapy dog session (Zaphod)

###### ***ii) Pictures***

- 5: Advertise online PYS session (therapy dog photo; 4: Halloween)
- 2: Advertise online PYS sessions (testimonial)
- 2: Advertise online PYS session (special guest photo; 2: Halloween)
- 1: Advertise online PYS session (non-therapy dog/animal photo)
- 1: Calendar promotion
- 2: Advertise non-PYS therapy dog session (Zaphod)
- 2: Animal cartoon
- 3: Animal(s) in costume (Non-advertisement)
- 1: Contest prize

###### ***iii) IGTV***

- 1: Tonya & Zaphod session
- 1: Therapy dog in training on a walk

##### **C. November**

**i) Videos**

- 1: Advertise PYS session (non-therapy dog/animal)
- 6: Slow motion challenge

**ii) Pictures**

- 3: Animal cartoon
- 1: Therapy dog (Non-advertisement)
- 4: Advertise PYS session (non-therapy dog/animal photo)
- 3: Advertise PYS session (therapy dog photo)
- 1: Advertise PYS session (special guest photo)
- 1: Advertise non-PYS session (Zaphod)
- 1: Animal photo (cat)

**iii) IGTV**

- 1: Tonya & Zaphod session
- 1: Therapy dog (hokey pokey)

**D. December****i) Videos**

- 1: Slow motion challenge

**ii) Pictures**

- 10: Animal cartoon
- 1: Therapy dog story (therapy dog-in training)
- 1: Therapy dog cut out
- 3: Advertise non-PYS session (1: Zaphod; 2: Napping with Anna-Belle)
- 1: Therapy dog (holiday wishes)
- 2: Wellness Wednesday (1: Paw print in snow, keep warm message; 1: Waffle under a tree, rest message)

**iii) IGTV**

- 2: Wellness Wednesday (1: Waffle playing with TV, screen time message; 1: Waffle purring)
- 1: Therapy dog team playing piano song
- 1: Photo shoot with therapy dog
- 2: Napping with Anna-Belle

**Facebook post content by type of post (September – December, 2020)****A. September****i) Videos**

- 1: Therapy dog story (Handler talking about dog, while videos of therapy dog play)
- 2: Advertise FB live event (therapy dog birthday)
- 1: Therapy dog birthday/introduce the PAWS Your Stress team
- 1: Animal “meme”
- 1: Animal wellness message (dog video in background)
- 1: PYS Founder presents about the role of dogs in treatment for persons with addiction
- 1: PYS team member discusses horse wellness

**ii) Pictures**

- 1: Therapy dog statue/website advertisement
- 1: Team member birthday
- 2: Advertise FB live event (therapy dog birthday)
- 7: Advertise online PYS session (therapy dog photo)
- 2: Advertise online PYS session (special guest photo)
- 1: Advertise online PYS session (non-therapy dog/animal photo)
- 4: Advertise online PYS session (testimonial)
- 1: Info about online PYS session
- 1: About a therapy dog (booklet)
- 1: Animal meme
- 1: Peer health wellness activity
- 2: Advertise event other than PYS session (reducing stigma)

**iii) Links**

- 2: Global news interview (online program)
- 1: CNN article (watching cute animals good for health)

**B. October****i) Videos**

- 1: Advertise non-PYS therapy dog session (Zaphod)
- 1: Guided relaxation exercise
- 1: Therapy dog in training on a walk

**ii) Pictures**

- 6: Advertise online PYS session (therapy dog photo; 5x Halloween photos)
- 1: Advertise online PYS session (testimonial)
- 1: Advertise online PYS session (special guest)
- 1: Advertise online PYS session (non-therapy dog/animal photo)
- 1: Calendar promotion
- 2: Advertise non-PYS therapy dog session (Zaphod)
- 2: Animal meme
- 2: Puppy statues
- 5: Animal(s) in costume
- 1: Contest prize

**iii) Links**

- 3: JibJab.com (Monster Mash, Monster Party, Quarantine-O-Ween)

**C. November****i) Videos**

- 1: Advertise online PYS session (non-therapy dog/animal)
- 2: Guided relaxation exercise
- 6: Slow motion challenge
- 2: Therapy dog (hokey pokey; santa claws letter)

**ii) Pictures**

- 3: Animal meme
- 3: Therapy dog (non-advertisement)
- 6: Advertise online PYS session (non-therapy dog/animal photo)
- 3: Advertise online PYS session (therapy dog photo)
- 1: Advertise non-PYS therapy dog session (Zaphod)

### **iii) Links**

- 2: YouTube video (1: One Health Day; 1: PAWSitive support for veterans)
- 1: JibJab/PYS advertisement (Can I be your friend)
- 1: News article (Dog reunited with owners)

## **D. December**

### **i) Videos**

- 2: Wellness Wednesday (1: Waffle playing with TV; 1: Waffle purring)
- 1: Therapy dog team playing piano song
- 1: Slow motion challenge
- 1: Building Anna-Belle out of snow
- 2: Nap with Anna-Belle
- 1: Dogs with jobs
- 1: Anna-Belle and snow statue

### **ii) Pictures**

- 3: Therapy dog (1: Maple & Centre on Substance use; 1: Holiday wishes; 1: Therapy dogs in training)
- 4: Advertise non-PYS therapy dog session (3: Nap with Anna-Belle; 1: Zaphod)
- 10: Cartoon
- 2: Advertise online PYS session (therapy dog photo)
- 1: Therapy dog story (Therapy dog in-training)
- 2: Therapy dog cut out
- 2: Wellness Wednesday (1: Paw print, keep warm message; 1: Waffle under tree, rest message)




### **iii) Links**

- 3: YouTube video (1: Throwback PYS video; 1: Therapy dog team playing piano song; 1: SJA thank essential heroes)
- 1: Miscellaneous website video (Therapy dog story)
- 1: Red and Howling gif post
- 3: Anna-Belle & Subie page (2: cardboard cut outs; 1: Nap with Anna-Belle advertisement)
- 2: College of Arts & Science (1: animals joining Zoom class sessions; 1: Nap with Anna-Belle advertisement)
- 1: Instagram (Photo shoot with therapy dog)
- 2: Repost (Therapy dog cut out)
- 1: E! News (Stick together)

**Appendix F**  
**Instagram and Facebook comments**

**Instagram (@pawyourstress)**

September 30 2020	October 30 2020	November 30 2020	December 31 2020
<p>Happy birthday ♥</p> <p>That's a great picture , if you could see a little bit to the left you'd be able to see my boxer Loki staring out the shop window</p> <p>LOL I wish we could see that! Opal loves boxers ♥🐾</p> <p>Thank you so much for the birthday wishes, team! Love working with you!!! 🍌💜</p> <p>Can't wait to see all my friends!!! ♥🐾 That's Pawesome!</p> <p>The logging into meetings clip is priceless. I needed a laugh today and that was it.</p> <p>Paw yeah!! 🐾🐾🐾🐾🐾🐾</p> <p>Can't wait to see everyone,</p>	<p>♥🐾</p> <p>[tag person]</p> <p>Awesome video. Thanks for this, guys! 😊</p> <p>This is awesome</p> <p>Such a great team!</p> <p>Great costume!</p> <p>Happy Halloween! 🎃👻</p>	<p>[tag person]</p> <p>[tag person] ♥♥</p> <p>♥ I could not have said it better. Even a naughty golden retriever is good therapy.</p> <p>Sounds so much fun.. ♥</p> <p>Su con la vita</p> <p>Amazing graphic! I'm glad I found your page ♥</p> <p>This is excellent!</p> <p>Pretty impressive!</p> <p>I know that [tagged person] from last experience will crush this challenge 😁</p> <p>[tagged person] lmao yes we all know how good S'more is at his eye mouth coordination 😁</p> <p>😁😁😁😁😁😁</p> <p>The double chomp miss 😁 nice work Kimber!</p> <p>I loves blueberries! I will eat anything! My mom hasn't found anything I won't eat!</p>	<p>♥ way to go Waffle!</p> <p>Love this...sometimes it's hard to remember...thank you for the reminder!</p> <p>Thank you so much for sharing this! ♥👤</p> <p>This was awesome. So relaxing and lovely. Thank you and enjoy the Christmas season. Good luck to all the students out there. ♥👤</p> <p>Thank you, from King Henry, The Pug and Nicolle. 🐶😊 Merry Christmas.</p> <p>😁😁😁😁😁</p> <p>[tag person]</p> <p>[tag person] mmmmmmmmm</p> <p>♥😁🎄</p> <p>👤👤👤</p> <p>Thank you so much for sharing this! ♥♥♥</p> <p>[tag person]</p>

<p>tomorrow            Murphy!! ❤️</p>		<p>Nailed it 🍷🍷          Dibs is an expert! The other day my littlest human dropped a noodle from the table and it was eaten before it hit the ground. I then had a very sad little girl asking me to give it back...mmm it was delicious! I sometimes don't understand that I shouldn't eat everything that falls..I should learn to listen to my mom! 😊          This is amazing            The derp!          Omg waffle 🍷❤️  </p>	<p>nice          Lovely. Thanks for sharing</p>
---	--	---	---



**Facebook (PAWS Your Stress)**

September 30 2020	October 31 2020	November 30 2020	December 31 2020
<p>Thank you for the lovely feature Frank and Karen!          Thanks Frankie and Karen          Those are great!          Happy Birthday Kisbey Hope You have a Fun 13<sup>th</sup> Birthday 🐾🐾🐾🐾🐾🐾          [Dog thumbs up gif]          Have an absolutely awesome Birthday!!!</p>	<p>Full disclosure: this isn't a Halloween costume per say, but is a toy Steve loved and destroyed in about 5 minutes 😊          Amazing. He looks great!          Looks like You Enjoyed your</p>	<p>Thank you for the session Tonya and Zaphod! Our students appreciate the support, keep up the good work!          Purrfect!          Such a cutie!!!!</p>	<p>So very lovely. Thanks for sharing. And thank you Comet, and Sally too 🐾          This is such a powerful story!          Have a tissue handy for sure ....          Maple looks like a spiderdog there 😂😂          Love this!! 😍</p>

<p>Have a great day hopefully Opal gives you treats today.</p> <p>[Happy birthday dog photo]</p> <p>Thank you for the birthday wishes &lt;3 We did have a lovely day and Opal did bring me a fabulous cake-treat (with whipped cream for us to share, of course)</p> <p>One of my fav photos of all time!! The contrast 🤔</p> <p>Happy Birthday Holly 🍰</p> <p>Happy birthday</p> <p>What a pair of classy gals!</p> <p>Happy birthday</p> <p>Happy Birfday Kisbey! Luv, your friend Maple...slobbers</p> <p>Kisbey's nephew Bronson will be virtually celebrating 🍰🍌👉 + [dog photo]</p> <p>Happy birthday wishes ❤️🐾🍰</p> <p>HAPPY BIRTHDAY 13TH KISBEY 🍌👉🍰🍷</p> <p>Hi Colleen! Looks like Kisbey is having a very fine birthday! Happy Birthday, Kisbey!</p> <p>Happy birthday Kisbey! Thank you for allowing us to be a part of your special day &lt;3</p>	<p>First Snow E-Jay 🍌🍌🍌👉</p> <p>Hi handsome boy!!! Grammy sends love ❤️❤️</p> <p>👉</p> <p>First snow ❄️ is so pretty</p> <p>Have a Great Day 🍌🍌👉👉</p> <p>Good boy E-Jay! 🍌🍌🍌</p> <p>Beautiful??</p> <p>💕</p> <p>Dax as Janet Jackson 😊 Happy Halloween + [dog in costume photo]</p> <p>[Cat in costume photo]</p> <p>Bronson says Trick or treat + [dog in costume photo]</p> <p>Anything chocolate 🍫!!!</p>	<p>I know she isn't a dog but Waffle LOVES flaming hot cheetos and doritos. I only gave it to her the first time so she would stop trying to steal them! She loves spicy food apparently. We still don't give it to her very much but she sure tries to get it.</p> <p>Weirdest foods my dogs love is TV remotes, eyeglasses, and the already read chapters in any book I'm reading</p> <p>Socks, socks and more socks. I've got a lot of singles if anyone is looking for a match? + [Bitmoji]</p>	<p>Here's EJay participating in the training! Bandage wrap practice! [photo of dog]</p> <p>Hola Chiquita! Bienvenida a Paws Your Stress 😍</p> <p>Thanks Maria and chiquita. I enjoyed meeting you.</p> <p>I love this series!</p> <p>Opal really tried 🐕</p> <p>she did 😊 it's hard when she is outside and there are sooooo many interesting things around</p> <p>We are live now! (Made by PYS)</p> <p>She is really coming together!</p> <p>Wow that is so cool to have her carve for you guys !!!</p> <p>Fascinating (Made by PYS)</p> <p>So neat to hear about the process!</p> <p>Fantastic</p> <p>Bravo [tag person], amazing 😍</p>
---	--	---	--

<p>Happy Birthday Kisbey!!!! You look great for 13 ❤️🍪</p> <p>Ahhh Kisbey, we sang along with you!!! That was a yummy cookie huh!!! So glad you got to see all your friends! What a special day. You are loved 💜 Happy Birthday Kisbey! What a great day, indeed!</p> <p>🍪💜🍪 happy birthday wishes Kisbey</p> <p>Love the cutout canines!!!</p> <p>Happy birthday Kirsby!</p> <p>Happy birthday Kisbey!!!!</p> <p>Hi Opal!</p> <p>Happy Birthday Kisbey and thanks for doing such a great job. ❤️🍪🍪🍪</p> <p>Happy Birthday Beautiful Kisbey 😊❤️</p> <p>oh my goodness this is so cute</p> <p>Happy birthday Kisbey!! 🎉🍪</p> <p>Hi Anna-Belle! 🍪🍪🍪</p> <p>Happy birthday Kisbey</p> <p>Happy birthday kisbey.</p> <p>Have a Great Day all 😊😊🤔🤔🤔🤔</p> <p>Happy Birthday Kisbey 😎💕🤔</p> <p>He's a good boy 😊</p> <p>Happy birthday 🤔🤔🤔</p>	<p>Coffee crisp! But I am sad I can't share with Opal!</p> <p>Love this!!!!</p> <p>[gif of Scooby Doo characters]</p> <p>Not sure who's the bigger ham</p> <p>Happy Howlaween 🎃</p>	<p>wearing a mask]</p> <p>Haha me too!!</p> <p>That's soooo funny</p> <p>[tag person] 🤔</p> <p>Love the videos, keep up the good work EJay</p>	<p>(Not showing 7<sup>th</sup> comment)</p> <p>Love the snoring 😊 ox</p> <p>This is the best haha</p> <p>Merry Christmas 🎅 Annabelle</p> <p>You too! (Made by PYS)</p> <p>Awe I am going to rest beside her. The snoring will put me to sleep. Pleasant dreams</p> <p>We hope you had a nice rest! (Made by PYS)</p> <p>Merry Christmas Annabelle from Murphy, Olive and Lucy</p> <p>To you all too! (Made by PYS)</p> <p>Lovely</p> <p>Merry Christmas Annabelle and family 🎄</p> <p>You too! (Made by PYS)</p> <p>Did you also have kuvasz</p> <p>They're so cute!! 😊😊🍪</p> <p>Are the maremmas more aloof than Pyrenees?</p>
---	---	--	---




<p>Annabelle looks like my spirit animal 🐾</p> <p>Diesels Ears perked up here lol 😏</p> <p>She's energetic</p> <p>Happy birthday Kisbey!!!</p> <p>Hi! Good to see you Lola</p> <p>Happy Birthday 🐾❤️</p> <p>Hi Toby 😊</p> <p>Hi Ruby 😊</p> <p>Annabelle 🥰🐾</p> <p>Toy for Kisbey</p> <p>Juicy bone</p> <p> 🍰🍰🍰👍👍🐾🐾🐾</p> <p> 😊😐😞😞🐾🐾🐾</p> <p>Happy birthday 🥰</p> <p>Happy birthday Kisbey! Lucky 13!</p> <p>Hi Anna-Belle!!! Good to see you! 💜</p> <p>Happy birthday Kisbey!! So cute</p> <p>Happy Birthday Kisbey ❤️❤️❤️🍰🐾❤️❤️🐾</p> <p>I wanna shake paws with Toby 🐾🐾</p> <p>Hi Princess Opal. 🐾</p>		<p>How many acres of land do you have for them to patrol</p> <p>These dogs work on a quarter section so 160 acres with quite a bit of hills and some bush as well (Made by PYS)</p> <p>So fluffy!!</p> <p>I loved this so so so very much ❤️❤️❤️ thanks for sharing your big floofers!</p> <p>Thank you Maryellen</p> <p>Thanks for the questions, Marion!</p> <p>I have been looking for an English Sheepdog as a pet for years. Any suggestions where I can get one?</p> <p>Hmm you know I don't know of anyone who has them as working dogs or as pets actually! Sorry I can't be of more help.</p> <p>I have 80 acres and about 60 head of sheep. I have a 2 year old Pyrenees male and have kept a pup that he fathered. Wondering if 2 dogs is to much for my farm size. I have mostly bush pasture and it seems like a lot for just one to patrol. This is</p>
--	--	---

<p>Atta boy E-Jay          You got 4 doggies here with their ears perked up listening to you 👍👍👍👍?? 🐶?? 🐶??</p> <p>That a boy E-Jay you tell them 🙌</p> <p>Barb and Opal, you're both looking great in your new shirts!!</p> <p>Thank you!! :) Opal loves to be fashionable, so clothing for a cause is a double win! :)  <a href="#">#RenewYourView</a></p>		<p>ashy I kept the pup but I also don't want them to be bored and wonder?</p> <p>I asked Lorna (who was in the video) for her advice. She says especially if you have lots of bush, it's good to have two dogs for that number of sheep and size. (Made by PYS)</p> <p>Thank you</p> <p>I didn't hear in the video if this was said but where is it located?</p> <p>She looks great!</p> <p>beautiful sculpture.          Anna -Belle looks so sweet sitting next to it. (Made by PYS)</p> <p>That is an awesome sculpture!!! No wonder Anna -Belle is so excited!!! (Made by PYS)</p> <p>Her sitting on/beside her sculpture is adorable!!</p> <p>Ohhh that is beautiful!!! Well done! Anna-Belle is quite happy with her snow-self!!!</p> <p>It's gorgeous!!! What an incredible piece of art!!</p> <p>She's so smart and the sweetest</p>
--	--	--



			<p>Love the snow sculpture. I think Anna-Belle is jealous.</p> <p>That is amazing!!</p> <p>this is so sweet!!! i loved this video 🥹❤️</p> <p>I love you Anna-Belle ❤️❤️</p> <p>Wow!</p> <p>That's awesome!</p> <p>It's fabulous.</p> <p>Very nice 👍 So beautiful 😊</p> <p>What a good model! So sweet ❤️</p> <p>Wow.... thank you for sharing 🦋🌲😊</p> <p>Best ever</p> <p>🥳🥳👏👏</p> <p>That is AWESOME 👍</p> <p>👍😍😍😍😍</p> <p>Sweet 😍😍</p> <p>Maisey bear already has my heart</p> <p>Definitely a pair of cuties!</p>
--	--	--	--



			<p>It is Mailbox's nap time too.</p> <p>What a relaxing pause to my afternoon on new year's eve. Happy 2021 AnnaBelle. </p>
--	--	--	--