



# SUCCESS STORY WORKSHEET

## Agriculture: Companion Animals

Name: \_\_\_\_\_ Fiscal Year: \_\_\_\_\_ County: \_\_\_\_\_

Map Title: \_\_\_\_\_ Program Plan: \_\_\_\_\_

**Significant Accomplishment:** Briefly describe the situation or issue that led to the development of this program. When appropriate, identify information sources where situational data was obtained.

**Importance of the Program:** State the importance of the program, as if relaying a message to stakeholders (e.g., clientele, decision-maker).

The primary purpose of most companion animals is to provide companionship to their owners. Companion animals are important to humans. One of the most important aspects is a direct positive effect on the owner's health, both socially as well as directly related to health issues and economy. In addition, there is increased awareness of the value of companion animals in animal assisted therapy for different groups of people.

### The socioeconomic value of companion animals

- Being attached to a pet is related to positive emotional functioning
- Both social as well as cognitive development can be enhanced by owning a pet
- Positive self-esteem of children is enhanced by owning a pet
- Pets provide social support to children

*Endenburg N, Baarda B. The role of pets in enhancing human well-being: Effects on child development. In: The Waltham Book of Human-Animal Interactions: Benefits and responsibilities.*

- Presence of animals increase social contact between children
- Child-companion animal interaction generally facilitate children's development

*Poresky RH. (1996) Companion animals and other factors affecting young children's development. Anthrozoos 9:159-168*

- Children with a strong pet bond have higher scores on empathy for children than young children without pets

*Poresky RH. (1990) The young children's empathy measure: Reliability, validity and effects of companion animal bonding. Psychological Reports 66: 931-936*

- Children perceive their pets as special friends, important family members and providers of social interactions, affection and emotional support
- Children state that their pets know when they are upset and that pets help them feel better

Triebenbacher SL. (1998) *Pets as transitional objects: Their role in children's emotional development.*  
*Psychological Reports* 82: 191-200

**Inputs-Role of Extension:** State the role of Extension (e.g., presenter, educator, sponsor, collaboration, facilitator, advisor).

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**Outputs-educational methods, activities and audience (What was done?):** What are the educational methods, activities, resources used, number of persons and characteristics of the audience?

- Method, activity and/or resources used: \_\_\_\_\_
- Number attending: \_\_\_\_\_
- Target Audience (i.e., characteristics): \_\_\_\_\_

**Evaluation Methods:** How did you gather information to determine if anything happened (Pre and post-tests, questionnaire, focus group, testimonial, etc.)?

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**Outcomes/Impact (So What?)** Determine the HIGHEST level of impact (initial, intermediate, or long-term outcome) the program had on individuals, families, groups and/or society.

**Initial Outcome – Learning that results from participation – KOSA** – What knowledge, opinions, skills, and/or aspirations have people gained as a result of this program? Initial outcomes are seen as prerequisites to action taken (e.g., behavioral or practice change).

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**Intermediate Outcome – Actions that result from learning-** What practices, behaviors or choices do individuals now exhibit as a result of participating in this program. These **behavior or practice changes** logically occur prior to seeing the effects of long-term outcomes.

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**Long-term Outcome – Conditions that change as a result of action- SEEC-** What changes in social, economic or environmental conditions have occurred as a result of this program? How have individuals, families and communities been assisted in learning and changing their behaviors/practices? How are they currently “helping themselves” as a result of Extension programming?

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**Write a 6-8 sentence description of this accomplishment in the form of a Success Story.**

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**Adapted from Jacobs, C. , Stamper, C., & Davis, J. (2010, June). *Writing impact statements*. University of Kentucky Cooperative Extension Service.**