



# **Certified Dog Trainer Portfolio Assessment Resource Manual**

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**This *Resource Manual* contains instructions and information needed to complete the CDT Portfolio Assessment. Read the entire CDT Resource Manual including, Glossary and Attachment, prior to actively starting the application process or the CDT Portfolio Assessment.**

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# Overview and Introduction to Certified Dog Trainer (CDT)

The IACP recognizes that the evolving nature, multitudes of methods, and variations of dogs and owners create challenges in establishing criteria to evaluate dog trainers' skills. The IACP also acknowledges all methods of humane training as valid and embraces the use of various methods by its members. The art of canine training cannot be synthesized into a rote performance. The IACP Certified Dog Trainer (CDT) Portfolio Assessment takes these factors into consideration.

The CDT portfolio assessment is designed to assess well-rounded Knowledge, Skills and Abilities (KSA) by recognizing a dog's temperament, how to shape its behavior, and the ability to educate the dog's owners. The portfolio assessment itself is a combination of written narrative reports and written client feedback that are reviewed by a panel of professional peers. Examples of topics and skills addressed in the portfolio are listed below with the most common elements listed in bold.

- How dogs learn
- Social behavior and communication
- Dog sensory abilities
- Physical Conditioning
- **Applied dog behavior**
- Dog testing and selection
- **Housetraining and crate training**
- **Canine training tools and equipment**
- **Puppy development**
- **Behavioral problems**
- **Training through play and recreational activities**
- **Canine health, basic veterinary issues**
- **Canine environmental habitat such as schedules for cleaning, grooming, feeding, exercises on a day-to-day basis.**
- Knowledge of dog breeds
- Basic understanding of different types of dog sports and working purposes such as hunting training, assistance dogs, agility training, search and rescue training, etc.
- Dog training business practices such as legal issues, customer services, and communication skills.

Applicants passing the CDT portfolio assessment receive the title of Certified Dog Trainer, hereinafter referred to as a "certificant". The certificant may use the initials "IACP CDT" after his or her name.

Detailed information about CDT eligibility criteria, accommodations, and the process are included on the CDT website in the FAQ's <click here for hyper link>>. Please review this in addition to the information contained in this *Resource Manual*.

# Step 1: Application Materials & Submission

The CDT Portfolio Assessment Application is comprised of four (4) sections:

- CDT Portfolio Assessment Application Form and Registration Fee (**Appendix 1**)
- Letters of Reference (**see Appendix 2**)
- Employment Resume (**see Appendix 3**)
- Client Contract, Registration, or Intake Form

## Letters of Reference Criteria

Three (3) letters of reference must be submitted from different people other than those used as case study clients.

- One (1) of the three (3) letters must come from a canine professional such as veterinarian, dog groomer, fellow dog trainer, rescue, or shelter personnel.
- The remaining two (2) letters may come from previous clients (other than the case study clients) or additional canine professionals.
- Reference letters will be submitted by an electronic form link that will be emailed to the list of references provided by you during your application process. Trainers preparing application materials should alert the individuals submitting letters of recommendation to check their email regularly for such a link.

## Employment History & Resume

The employment resume is a written list of the applicant's work history that demonstrates a minimum three (3) years of dog training experience. IACP takes into consideration that business models for dog training do not align with the type of work or employment in which a person works a fixed, recurring amount of daily or weekly hours. Please include other work experience, history, and training. This may help IACP identify additional related knowledge and experience that should be included in future Certified Dog Trainer Assessments. Work experience should include:

- Start & end dates (month and year).
- Identify if the work is Full-time (30 hours or more weekly / 120 hours monthly), Part-time (15 hours / 60 hours monthly or more), or less than part-time.
- Identify if the work is salary, apprentice, or volunteer, but do not include any actual income or wages.

- Employer name, address, e-mail, and telephone number.
  - Name of owner, supervisor, or human resources with e-mail and telephone number
- If self-employed, provide the name of your business, address, e-mail, and telephone number
  - Identify if the business is incorporated with the State/Province, with the county, or the city where the business is located. If the location is outside the USA, please include the country as well.
- Brief summary of duties that describe the work or tasks performed.

## **Client Contracts or Registration Form Criteria**

Client contracts or registration documents in this context are any web forms or documents between the applicant and client prior to the start of any dog training program.

- One (1) “blank” contract or registration form is required and must include:
  - The business name(s) applicant is operating under as a dog trainer.
  - The business website and email (physical address is optional unless already preprinted on form).
  - The form should include areas to collect the following types of information.
    - Client Name
    - Dog’s Name
    - Dog’s vaccination records
    - Applicant’s name as the dog trainer
    - Dog training programs offered

## **Submitting Application & Materials**

**Once you have compiled all the application requirements**, complete the online application<<click here for hyperlink>> and upload all the required documents with your application.

**When submitting these documents electronically, please follow the naming conventions detailed below.**

### **Application Naming Conventions**

#### **CDT Portfolio Assessment Application Letter:**

John Doe CDT Application Letter

**Employment History/Resume:**

John Doe CDT Employment Resume

**Client Intake Form, Contract or Registration:**

John Doe CDT Client Contract

John Doe CDT Registration Form

**Letters of Reference should be submitted electronically by the reference person. Use the format in Appendix 2 if your references do not have computer access and will be submitting hard copy letters.**

John Doe CDT Letter of Reference from Anna Smith

John Doe CDT Letter of Reference from Larry Zadeki

John Doe CDT Letter of Reference from Maria Garcia

## Step 2a: Portfolio Requirements & Materials

**This is an extensive, rigorous portfolio assessment requiring many components. Please read the entire *Resource Manual*, related website FAQ, and the Portfolio Assessment document carefully prior to starting.**

### CDT Portfolio Assessment Materials

The CDT Assessment Portfolio is composed of a number of different elements. At its core, you will submit an overall portfolio demonstrating your work as a professional dog trainer.

The CDT Portfolio Assessment consists of three (3) separate case studies, each representing an overall review of your work and interaction with three (3) dogs and their owners as part of your training efforts. Each case study is comprised of five (5) sections:

- IACP Intake Questionnaire (**See Appendix 5**)
- Photographs
- Handouts
- Written narrative explanations that cover the initial intake/history of the dog and several follow up lessons for a minimum of three and a maximum of six lessons total.
- Client Feedback Forms (**See Appendix 6**)

### Dog/Clients as Case Studies

For the purpose of this Portfolio Assessment, you have trained three (3) separate dogs, each dog is owned by a different owner and each owner lives in a separate house. Below is an example of three (3) different dogs and owners, each of which will be documented in their own case study.

1. *Case Study One is Spot.* Spot is a 2-year-old female, German Shorthaired pointer, owned by Guy Rogers, a single male who lives alone and is an avid hunter with a lot of family and friends who visit frequently. Guy needs help training the dog to be a good family pet in the house, to be able to loose leash walk, and to not bark or bother his friends when they visit. Spot is used for hunting, and Guy doesn't want to suppress or reduce Spot's hunting\retrieving skills.
2. *Case Study Two is Fido.* Fido is a 5-year-old, male mutt of unknown origins, owned by Nora and Nick Wynn. The household includes two children between the ages of 8-12. The children also have two hamsters. A number of friends of the children visit, but generally speaking, the family does not travel with the dog. The dog does occasionally attend one of the sporting events of the children. Fido was just adopted and is not crate trained, has tried to eat the hamsters three times, and is generally given to destructive chewing, mouthing, and jumping.

3. *Case Study Three is Fluffy.* Fluffy is a 6-month-old, male Malinois, owned by a sport dog competitor and her wife, May and June Smith. Fluffy also lives with Mr. Mittens (a cat) and Killer the Chihuahua. While Mr. Mittens and Killer can, and should be mentioned in the case study narrative, they are not the focus of the case study, even if you are also training either of them. Fluffy was purchased with the intent to train as a personal protection dog and for competition. The owners need help integrating Fluffy with Killer and Mr. Mittens, as well as starting obedience.

Intake forms, photos, narrative reports, client feedback forms would be collected for each different dog/family situation to be part of the case study for that dog. The three (3) separate case studies combined together make up the full portfolio assessment that would be submitted based on the criteria below.

**The IACP reserves the right to reject and return CDT Portfolio Assessments that are not written according to these guidelines. Case Studies that omit sections, or fail to answer all questions in some manner, even if it is to indicate that the section or question is “not applicable” to your case, shall be rejected.**

## **Dog Selection Criteria**

- Three (3) dogs are required; one (1) for each case study.
- Only one (1) dog per client and household may be used for the case study.
- Portfolio Assessment Applicant must work directly with the case study dog.
- Each dog selected for a case study must be of different ages, temperaments and represent different challenges from each other. (see the examples above)
- The applicant cannot use a personally owned dog, a demo dog, a dog sold to the client, a current or previously fostered dog or a dog that the applicant has previously trained in another dog training program.

## **Client Selection Criteria**

- Three (3) clients are required; one client for each case study.
- A client is the dog’s legal owner(s) who requested the dog training services.
- Only one (1) main client is allowed per case study, however the entire household’s inhabitants will be included in the case study written narrative if they actively interact with the dog in real life or are participating in the dog’s training or homework. Using the examples above where there is more than one person in the house, pick the “main” point of contact to reference in your portfolio materials.
- Applicant must work directly with the clients.
- Clients may not be the applicant’s relatives, close friends, employees, or employers.

# Dog Training Program Selection Criteria

## Class/Lesson Instruction Delivery, Location(s) and Environment(s)

- **Class/Lesson Delivery** may be identified as private lessons, group classes, overnight boarding, or other type of method with a description. Dog training programs may be a combination of methods.
- **Location(s)** may be any physical location where the training will be conducted. Do **not** provide the actual street address of the location, but rather the type of location such as the client's home, your training facility, an open field, a place of business, etc. Dog training programs may be a combination of locations.
- **Environment(s)** may be chosen to address training needs such as indoor, outdoor, public areas, kennel environment; or any environment that includes distractions such as other people, dogs, sounds, etc. Dog training programs may be a combination of more than one environment or distractor.

## Type of Training

Dog training programs selected for case studies may be one (1) type of formal training such as basic obedience or may be a customized combination of several types of training programs that include some basic obedience, specific behavioral modification, and/or utility activities. At a minimum, a course of training addresses basic obedience, behavioral issues, or utility activities such as sports or games used to help the dog socialize, build confidence or as an energy outlet. See **Dog Training Programs (Appendix 4)** for more examples.

## Program Hours

- Requires a minimum of hands-on training of four (4) hours. The distribution of those hours is at the applicant's discretion as warranted by the training program. The maximum hours allowed is eight (8) hours for the entire program.

## Program Length

- Requires a minimum of three (3) lessons given on three (3) different days. The maximum number of lessons allowed for a case study is six (6). Be sure to identify if the frequency of lessons is daily (back-to-back training), weekly, bi-weekly, or other frequency with a description. Multiple mini lessons provided throughout the same training day, such as during an overnight board and train program, will count as one lesson. The training program must be long enough to show progression and improvement from the training program. A case study does not have to be a lengthy program.

If you have questions whether your case study will qualify, please contact: **certification@canineprofessionals.com**

## **Purpose and Goal of Narrative Reports**

Most dog training usually happens in the field, not in research or teaching facilities. Case studies allow dog trainers to document, explain, and analyze their real-life training cases in detail. This detail provides the trainer the opportunity to showcase skill, progression, flexibility, and successful communication with a dog and the human client.

The case study is a method that requires you to describe the situation of the dog and owner when you first meet, what training plan did you develop or classes you offered, how you implemented or applied that plan, and how you changed a dog's current set of behavior(s) to a different set of behavior(s) as a direct result of your training program.

The case study requires the applicant to demonstrate the KSA's by answering questions in a methodical order. The responses will provide IACP Certification Evaluators with an in-depth insight into the applicant's competency of:

- Knowledge on how to recognize canine temperament and behavioral issues.
- Assessing the client's wishes and dog's needs in the selection of the appropriate canine training program.
- Skills in dog training techniques and methods used during the training program
- Ability to teach and educate clients.

Individual dogs, their owners or living situation are different. Flexibility and adaptability are critical elements of assessment and training approaches when working with different dogs and people. Case study narrative reports should highlight some of the following aspects of your training journey with each dog.

- What you learned from each case study and incorporated into future cases.
- Setting reasonable long-term and short-term goals and objectives.
- Structured progression of each lesson successfully incorporating the appropriate methodology, techniques, tools, and equipment.
- Instructing diverse owners, employing unique motivational efforts through explanation, handouts, and homework assignments.

- Self-critique of progress and flexibility to adapt as needed, including reaching out to another professional if faced with a unique situation that is beyond your expertise or experience.

## **Writing a Detailed Narrative Description**

For portfolio purposes, the term “descriptive” writing is when the writer gives a clear and vivid description of what occurred. Descriptive writing helps the reader (evaluator) visualize everything as though they were present during the lesson. Using the same verbiage, words and explanations given directly to the client and dog will give the evaluator insight as to how you actually instructed (educated) the owner. Using verbiage that is geared towards another dog professional (dog training terminology or “jargon”) fails to provide the required criteria for grading purposes and will affect the final score.

Do not state which or whose training techniques you are using without describing why you chose that technique, you applied it, and how the technique works. The quality, not the quantity, of the narrative entries will be graded on how “clear it paints the picture” of what occurred. Long or overly wordy descriptions will not be given a higher score. It is critical that you write an honest account.

Follow these best practices on how to successfully describe in detail the “story as it transpired”.

- Start the narrative entry as soon as possible after the lesson. Completing the write-up within the first 24 hours is highly recommended, as the facts of what occurred are still fresh in the writer’s mind. If the writer is unable to complete the write-up within 24 hours, then detailed notes should be taken to reflect on what happened.
- Use clear language. Good spelling and grammar help the reader to “read without the distractions of bad spelling or grammar”.
- Write in chronological order. What happened first? Then what happened next? Repeat this process until you reach the end of the lesson.
- Include who, what, when, where, why and how.
- Use sentences that are factual of what you observed (objective) and clearly indicate what you deduced or concluded based on your observations (subjective). Observing a dog or person's body language, tone of voice, level of volume is factual; labeling that as frustrated is subjective.
- Include direct quotes from clients if relevant to the lesson and the trainer’s response, such as a yes or no answer, or the full explanation given.
- Do not include anything that was not said, heard or seen. The “Reflections” and “Conclusion” is where the writer is free to express their critical thinking, analysis, reflection, opinions, recommendations, prognosis, etc.
- Include accurate descriptions of everyone’s role if the interaction was relevant to the case study dog.

- Allowed pictures, illustrations, and worksheets are to be in support of descriptions provided; do not provide pictures or illustrations in lieu of description.

## Narrative Format Overview

The intent of the written narrative is to document actual live dog training programs in the present tense, as it is occurring. Attempting to backtrack from previous dog training programs compromises the “live” narrative fact-finding process of what you knew, when you knew, and how your plans changed over time as more information became available. This progression is critical in the review process and backtracking can result in inaccurate descriptions for grading purposes.

Detailed explanations as to each question may be found below. Carefully review this before starting your written narrative reports so your submission provides the information for the evaluators to properly assess your work. Refer to Portfolio Requirements & Materials, Narrative Glossary in this Resource Manual throughout the process of compiling your Portfolio Assessment materials.

The case study written narrative for each client is divided into three main sections, 1) History (Pre-Lesson), 2) Lessons, and 3) Conclusion (Post-Lesson). Each section has corresponding questions or instructions listed in methodical order. Below is the condensed outline of the different sections that will be addressed in each of the three written narratives. The detailed writing prompts and specific questions for each section are located in the *Portfolio Assessment Guide* <<click here for hyperlink>>.

### **A. History (submit one (1) History report for each client/dog case, for a total of three (3))**

1. General Information
2. IACP intake \ Pre-screening
3. Socialization
4. Health
5. Behavior
6. Goals and Objectives
7. Dog Training Program

### **B. Lesson Narratives (submit Section B for every lesson conducted throughout each case study. This is at least three(3) lesson reports per client/dog and no more than six (6) lessons per client/dog.)**

1. What is the **lesson number** for this case study?
2. What date was the lesson conducted?
3. How much **time** was the lesson scheduled for?
4. What were the planned **method(s)**, **location(s)**, and **environment(s)**?
5. What were the lessons’ **goals** and **objectives**?
6. Provide a detailed narrative description of the techniques used during the lesson with the dog and how it was explained to the client, if the client was present for the lesson.
7. Conclusion (critique of this lesson)

- C. Reflection** (submit one Reflection report covering all the training experiences for each of the three (3) dogs/clients focusing on what you, the applicant learned, would keep or change and why.) **This is the applicant's final critique of his/her work and learning experience.**

## **Narrative Glossary**

The glossary is organized in the same order as the narrative format for ease of reference. The details in the glossary are intended to assist the applicant with understanding the content of material he or she should provide in each section. This glossary does not infer that response to each question must be elaborate or extensive. The narrative report should reflect the applicant's story and should contain sufficiently detailed information only where it is relevant in the case study. One case study might need more elaboration in the health area for a dog that is deaf, blind, or has a debilitating illness. Another case study might include more information on behavioral issues due to aggression, fears, or phobias.

## **History**

This part of the narrative report establishes the client's problem and the applicant's recommendation as a professional dog trainer. Before initiating any training program in each case study, the applicant administers a pre-screening (in-depth case history that collects background information) with the client. Pre-screening may average 10 to 25 minutes to complete. History intake information helps to identify any red flags that may be an existing factor in the dog's behavior or if the client is a contributing factor to the dog's behavior. The more information the trainer can acquire from the client, the better the diagnosis will be. This vital information provides insight to what difficulties the trainer should be made aware of during the training program. Failing to adequately establish case study history before the start of the training program may result in unforeseen consequences such as establishing the incorrect length of training program, or unrealistic goals and objectives.

### **General Information**

This section introduces the client and dog, with limited identifiable information such as the dog's name, age, breed (if known or mix type), altered, how long has the dog been with the client, and where did the dog come from (how acquired).

### **Pre-Screening**

**Prescreening information must be transferred to the IACP intake form so that all submissions are standardized.** For the purposes of this portfolio, you must use or transfer your intake information to the IACP standard form.

This section establishes what method of pre-screening the trainer conducted prior to the start of the lesson program, not the actual information acquired. Good business practices

emphasize that live conversations are most effective for information gathering as it allows each person to influence the amount of information being exchanged. If more than one type of pre-screening was conducted, identify the one that provided you with the most detailed information.

- **Face to Face:** In-depth questionnaire between the dog trainer and the client and the clients dog (if available). This type of pre-screening provides the applicant the benefit of firsthand observation and body language.
- **Over the Phone:** In-depth conversation between the dog trainer and client. The lack of in-person communication can be partially compensated with voice, tone and asking thorough and follow up questions during the conversation.
- **E-mail or Texting:** Questions and Answers (Q&A's) between the dog trainer and client. E-mail and texting are not as spontaneous as a live conversation. However, they still allow each person to influence information exchange by allowing more time for thought and reflection before responding.
- **Class Registration:** A form for a pre-selected training program (goals and objectives are already established) and asks only for the client's general information and does not provide a comprehensive pre-screening.
- **One Way Client Filled On-line Application:** This is the least effective method, regardless of how many pre-selected questions are on the application. Pre-selected questions might not sufficiently address the client needs, may be too technical for the client to understand, and allows for minimal information given by the client which may result in misreading the difficulty of the case or length of time needed to train the dog.

### **Socialization (developmental history)**

This section establishes the client's history as it relates to the dog's current environment. The American Veterinary Medical Association (AVMA) states that "...socialization is the process of preparing a dog to enjoy interactions and be comfortable with other animals, people, places and activities." The dog's behavior is reinforced by other persons (or animals) who share the household, their ages, their interactions with the dog and most importantly, how the dog responds to each. The client's choices during the socialization period includes informal dog training (conducted by owners) and formal dog training (conducted by other dog professionals). The client's history with the dog and current habits gives the trainer a reliable

first impression of the owner's abilities and aptitudes of how much they understand the dog's behavior.

**If the first interaction with the client and dog occurs on the first lesson, then ensure that any observation of Socialization or lack thereof, is described in section B as part of B. Lesson narrative Critique of this lesson**

### **Health (medical history)**

This section establishes client disclosure of the dog's current state of health and the trainer's observations to that effect. It is the trainer's responsibility to ensure that the dog being considered for their training program is healthy enough to participate. A dog's health is affected by their weight (quality and amount of food or treats ingested), veterinary diagnosis of illnesses or physical conditions, veterinary vaccination records, prescribed medicines, or over the counter supplement.

Some dog behavior may be attributed to medical issues. For example, housebreaking issues may be due to urinary tract infection or other kidney diseases, or an older dog's aggression may be due to loss of smell or hearing. Many times, owners do not fully investigate health contributors to behavior. Trainers may recommend or encourage medical tests or veterinary visits to ascertain if there are medical causes for undesired behavior. If you did this, please explain what you saw or learned, what you recommended, and why.

**If the first interaction with the client and dog occurs at the first lesson, then ensure that Health is described as part of the write up of Lesson One, per the Lesson narrative criteria below.**

### **Behavior**

This section establishes the client's disclosure of what good (desired) and bad (undesired) behaviors they recognize in the dog and the trainer's first observations to that effect. The applicant is observing the dog through the eyes of a professional dog trainer and at the same time, assessing if the client's perception of the dog's behaviors is accurate. An experienced trainer considers the client's attitude and emotions towards the dog's behaviors, especially those behaviors that are unhealthy or potentially dangerous for both dogs and humans.

**If the first interaction with the client and dog occurs at the first lesson, then ensure that Behavior is described as part of the write up of Lesson One, per the Lesson narrative criteria below.**

## Goals and Objectives

The trainer should be able to clearly understand the client's expectations and provide confirmation as to whether those goals and objectives are realistic.

- The **goals** in this section identify what new behavior(s) or skill(s) the client wants the dog to learn, upon hiring the applicant, as the dog trainer, to train their dog. For portfolio assessment: The undesired behavior of jumping might request that the goal will be to teach the dog “not to jump on people”.
  - **It is the trainer's responsibility, not the client's, to establish realistic goals based on the training program's time allocated.** Professional business practices ensure that the client has a clear understanding of what to expect for customer satisfaction, as this will be the case when the client submits the Client Form.
- The **objectives** in this section identify how much of an improvement the client desires (expectations). For portfolio assessment: To what extent will the “dog not jump on people? Is it with leash control, with verbal command only, at a solid heel next to the owner, one place command, or keep dog in another room, etc.? This information is critical in establishing what the goals target behavior or skill will really look like in both the eyes of the trainer and client. It is this detailed information that guides the dog's progression in each lesson's goals & objectives.
  - **It is the trainer's responsibility, not the client, in establishing “when a goal has been achieved” by an observable (visual) measurable performance.** Professional business practices ensure that the client has a clear understanding of “what” to expect for customer satisfaction, as this will be the case when the client submits the Client Form.

## Dog Training Program

The applicant, as a professional dog trainer, is recommending their training program as the solution to the client's situation or problem. This section provides a brief organized outline of what the training program will be, and in part, the trainer's lesson plan. A lesson plan shows that the trainer has carefully planned what will be taught. The outline also serves as a road map by providing the client with a clear understanding of the process and to elicit the client's readiness for each lesson.

The training program must be long enough to show progression and improvement from the training program.

## Lesson Narrative Reports

This part of the case study provides descriptive details of how the applicant, as a professional dog trainer, implemented the training program, and the client/dog progression on a lesson-by-lesson basis. The term “learning progression”, for the case study, refers to the purposeful sequencing of what you taught for each lesson, including a detailed description of what the students should know, and what the students should be able to do at a specific stage of the training program.

### **Lesson number**

The lesson number identifies the numerical sequence of each lessons provided during the training program. The first lesson is #1, the second lesson is #2, etc.

### **Lesson time**

Identifies how much actual hands-on training was conducted with the client and dog. Private lessons afford the most hands-on training time with client and dog. Group classes divide the trainer’s attention amongst other clients requiring observation of multiple clients with their dogs, and Board and Train incorporate multiple mini lessons conducted through the day. Other dog training programs may have varied hands-on training times as well. Do not include travel time, waiting time, time that was dedicated to setting up or taking down the training scenario, breaks and down time where no hands-on training was being conducted or where trainer diverted attention to another client other than the case study client’s dog during the lesson.

### **Lesson Instruction Method**

Identify all training methods used during this lesson. Methods will be identified as private lessons, group classes, overnight boarding, or other type of method with a description. More than one type of instruction method can be used during a lesson. Refer to Training Program Instruction Method for more information.

### **Lesson Instruction Location**

Identify all training locations with a brief description used during this lesson. The locations will identify the physical location of where the training will be conducted. Do not provide the actual street address of the location, but rather the type of location such as the client’s home, your training facility, an open field, a place of business, etc.

### **Lesson environments**

Selected will address factors such as indoor, outdoor, public areas, kennel environment or distractions such as other people, dogs, sounds, etc. Dog training programs may be a combination of more than one environment or distractor.

## Lesson Goals and Objectives

Each lesson is a short-term goal and objective that are the building blocks of reaching the overall goals and objectives that were identified in A. History.

- **Lesson goals** address (1) behavior, skill or commands the trainer plans on teaching, (2) why these are important at this stage of the training program, (3) what techniques (such as calming exercises, desensitization, trust building, socialization, confidence building, games, etc.) will be applied by the applicant as the professional dog trainer, and (4) how these techniques will be used as a means of reaching the objectives.
- **Lesson Objectives** identify what measurable visible or observable cue, performance, or behavior is expected to be achieved to determine if this lesson's goals were met (how will you know they have understood correctly?).
- **Detailed Description** of techniques used during the lesson: This section serves to provide descriptive details of what happened during the lesson with the dog and as they applied to the client, if client was present for the lesson.
  - **Techniques:** For case study purpose, the term “technique” is used to describe the skillful or efficient way that the trainer instructed the lesson and how it was achieved.
    - How did you, the applicant, explain the lesson plan to the client?
    - How did you, the applicant, introduce tools, equipment or motivators to the dog and what explanation was given to the client of the process and purpose of those items?
      - Tools: Items that touch a human or dog may include, but are not limited to leashes, collars, clicker, whistle, muzzle, pointer, harness, remote control, treat pouches, brushes, etc.
      - Equipment: Items that are props or physical barriers that include but are not limited to crates, cots, boxes, recordings of thunderstorms, folding gates, obstacle course, etc. Identify if the equipment existed at the location, brought by yourself, or the client.
      - Motivators: Items or sounds used to get the dog's attention away from other distractors that may include, but are not limited to, treats, toys, or verbal praise.

- Distractors: Something that takes the dog’s attention away from the client or trainer used deliberately to shape a specific behavior or skill. For case study purposes, distractors are those things that the dog responds to in a negative or undesired manner such as other people, dogs, bicycles, fire-engines, wheelchairs, umbrellas, or unintentionally present in the training location.
- How did the dog respond to the technique when introduced to the dog and then demonstrated by the client?
- Were there any difficulties encountered, if so, what adjustments were made and what were the results?
- How many repetitions were needed before the client or dog demonstrated they understood the technique?
- What techniques of reward (acknowledging behavior is acceptable), punishment (not rewarding or corrective action) or redirecting behaviors (to regain the dog’s attention from a distraction) were used while shaping the behavior?
- What techniques did the trainer use to motivate the owner to comply with the instructions?

### **Conclusion**

This section serves to showcase the trainer’s critical thinking as you reflect and analyze the events of this lesson and if the client and dog are at the expected level of proficiency. It takes into consideration the client’s role in the training program, makes the distinction between error or insightful information, how to incorporate adjustments into the training program, or reach out to another canine professional if needed.

- **Homework**: In part, the homework assignments are a transfer of responsibility onto the client to help the dog succeed. (refer to CDT Portfolio Assessment Requirements, Case Study Supporting Documentation, Handouts). Handouts are documents that the applicant has provided to clients as teaching tools, homework assignments, and/or educational literature directly associated with the case study’s dog training program.
  - Homework should be structured to assist the client
    - Reinforce the dog’s new behavior or skill

- Challenge the owner to be proficient by the next lesson
  - Prepare the owner for the next lesson for a new behavior or skills (optional)
  - Reading material that may include video links, supports why the homework is critical to the dog's success.
  - Handouts should not contain excessive information or exercises that were NOT taught in this lesson or are NOT being taught in the Training Program.
- Previously assigned homework should be reviewed at the beginning of each new lesson. The client should be able to demonstrate the required proficiency from the trainer's perspective of where the dog and/or client should be at this point of the training program.

- If the client fails to demonstrate the required proficiency from a trainer's perspective, what did you do to help motivate them?

**Motivate Owner.** The applicant, as a dog trainer, needs the client's active participation to reinforce the dog's newly learned behavior or skills. It is not uncommon for clients to feel equally overwhelmed as they too are learning a new skill and behavior themselves. For case study purposes, describe those motivational techniques you used in an effort to animate the client to be more positive and compliant during the lesson or with the homework assignments. Simply insisting that the client "practice what was learned" leaves much to the imagination.

- If the dog is in a Board & Train type of training program, then do not identify that homework was provided to the client during the training program. The applicant, as a dog trainer, will not be able to further evaluate if the client is following homework instructions. Handouts for maintenance will be identified as **Follow-up** recommendations in Reflections as it will be the client's sole responsibility to incorporate any recommendations after the training program is completed.

## Reflections

This section serves to establish the final impressions of the ENTIRE training program from both the applicant's and client's perspectives of how successful the training program was.

This section serves to provide applicants an opportunity to honestly reflect on and evaluate their performance. By the end of the training program, the applicant will have a better understanding of the client's strengths and weaknesses in relation to having trained the dog. The applicant now

knows the dog's true temperament and willingness to comply with training. The questions in this section serve to motivate the applicant to use their critical thinking in establishing what lessons they learned from this training program and how the newfound knowledge and experience will help them as a dog trainer in future training programs with other clients and their dogs.

**Follow-up.** For case study purposes, follow-up does NOT mean that the trainer told the client that they are always available for additional help or to generically offer additional training. There are two interpretations that the applicant may choose to apply as follow-up activity.

- **Definition #1:** Maintain contact with a person to monitor the effects of earlier activities or treatment (such as a doctor follow-up with a patient after a treatment). The applicant may choose to follow-up by calling or meeting with the client **after the training program has been completed**. This type of follow-up should occur no earlier than two (2) weeks after the end of the training program. The dates of the follow-up should be included in your answer and what the client told you.
- **Definition #2:** Trainer provides recommended follow-up activities that fosters the client's ability to apply what they have learned and in turn fosters maintenance and reinforcement of the dog's new behaviors or skills that were learned during this training program.
  - Requesting additional training programs should specifically address the client's or dog's current aptitudes or weaknesses and how the new training program will help address them.

## Supporting Documentation Criteria

The supporting documents will include IACP Intake Questionnaire, Photographs, and Handouts. Actual documents used before and during the training interaction with case study must be included in the portfolio assessment as evidence to support the applicant's use of the documents as they pertain to each case study. Additionally, if you use another trainer's training system, it would be appropriate to note the system and the trainer in a notation at the end of your description. Be sure that you describe **why** you chose to use that system or the rest is a moot point. Example of a notation at the end of a paragraph (Mark McCabe, Training Between the Ears).

## Intake Questionnaires or Pre-Screening Applications

These are documents that contain the client and client's dog information and are completed prior to the start of any dog training program.

- Whatever normal form the applicant usually uses, for the purposes of this portfolio, the applicant must use the IACP Intake Form.
- Intake forms or questionnaires used for case studies must have been filled out by the client, or the applicant (as a dog trainer). The questionnaire may be a preprinted form, e-mail, or handwritten.

- One intake questionnaire is required per case study.

## **Photographs**

- One (1) cover photograph for each case study dog (see Case Study Dog Selection).
- One (1) to three (3) additional photographs of training tools, equipment, or motivators the applicant used during the training program. Photos will demonstrate how the applicant fitted and placed the training tools, in the manner that was demonstrated on the dog and instructed to the client.

## **Handouts**

These are the documents the applicant provided to clients as teaching tools, homework assignments, and educational literature directly associated with the case study's dog training program.

- Teaching tools are illustrations that show or explain proper technique.
- Homework assignments that instruct the client on how to reinforce the dog's new skills or behavior in preparation for the next lesson.
- Educational literature must be relevant to the dog training program and provide the client with an in-depth explanation of material that could not be covered during the training lesson, summary of the lesson, or in preparation for the next lesson.
- The applicant should have the experience and KSA to write his/her own handouts, whether for homework or for educational purpose; we expect original material.
- If the applicant chooses to use parts of someone else's training material, the applicant **MUST** give an informal note of who and what training in addition to why she/he chose to use this material. Please do not unintentionally plagiarize.

## **Step 2b: Client Feedback Form**

At the conclusion of the case study dog training program, each client will be required to submit a Client Feedback Form on your behalf. Each case study client must submit one form resulting in a total of three individual Client-Feedback Forms.

The purpose of client feedback in the overall portfolio is two-fold. The first is to gauge the client's initial perception of their issues and their goals for training and how that may (or may not) match the trainer's initial assessment. The second is to have the client provide feedback on his or her interactions with you as a dog trainer.

### **Accepted Language for Client Feedback**

The client feedback form must be written in the English language or accompanied with an English translation or an IACP Approved Language (*see website*).

### **When Clients May Submit Feedback Form**

The client may submit the form prior to the applicant's CDT portfolio assessment-submission, but not before the IACP has approved the CDT portfolio assessment Application registration and portfolio assessment fee.

### **How Does the Client Submit the Client Feedback Form**

The forms are to be filled out by the clients on their own. Forms are available << click here for hyperlink>> on the IACP website. Applicants may assist the client with locating the form.

### **Online Submission of Client Feedback Form**

You will provide your clients with a link to a webform that they will complete. You may not provide any assistance to the client prior to or while they are completing this form.

### **Hardcopy/print Submission of Client Feedback Form**

In the event the client does not have a computer or email address, provide the client with a copy of the CDT Portfolio Assessment Client Feedback Form from this guide and instruct them to follow the document directions.

The client is only allowed to advise you when they have submitted the document to IACP.

## **Role of Applicant in the Client Feedback Process**

Applicants should explain the role and value of the client feedback form to each client. It is to your benefit to encourage the client to fill out this form in a timely manner

### **The applicant is strictly prohibited from:**

- Assisting, coaching, or filling out any portion of the form on the client's behalf.
- Seeing the form or hearing from the client the contents of what the client wrote.
- Requesting any copies of the form or the contents that the client wrote.

## Step 3: Portfolio Submission

This is an extensive, rigorous portfolio assessment requiring many components. Instructions at the beginning of this guide emphasized that the applicant read the information carefully.

The IACP reserves the right to reject and return a CDT portfolio assessment that was not written in accordance with the guidelines. Portfolios with omitted sections, or narrative submissions that failed to answer all questions *in some manner*, even if it is to indicate that the section or question was “not applicable” to your case, will be rejected. Please ensure that electronically submitted documents have the naming conventions that are specified below.

### Accepted Language of Portfolio Materials

All documents must be in the English language. Please ensure that original documents written in other languages are accompanied with an English translation upon submission or an IACP Approved Language (*see website*).

### Portfolio Checklist

All elements are required for **each** dog/owner detailed in your case studies.

- IACP Intake Questionnaire
- Narrative materials (answers and detailed descriptions), no page limit
- Photographs, limit 4 (four) pictures per case study
- Handouts, homework summaries, etc. limit total of 15 pages per case study

### Portfolio File Naming Conventions

All documents must start with the applicants first name, the last name, and the type of portfolio assessment being submitted. For illustrative purposes we will use the name John Doe who is taking the CDT Portfolio Assessment. His documents will all start with: John Doe CDT

Documents submitted for the CDT portfolio assessment Application will be further named as follows. For illustrative purposes, the names for each letter of references are fictitious.

Documents submitted for the CDT portfolio assessment (after the applicant's name and type of portfolio assessment), the first name of the case study dog, the client's last name, and the type of document. For illustrative purposes, the fictitious names for clients and their dogs will be: Guy Rogers (Spot), Nora & Nick Wynn (Fido), and May & June Smith (Fluffy)

#### Client:

Guy Rogers (Spot)

#### Case Study Pre-Screening:

*IACP CDT Portfolio Assessment Resource Manual, (version 2.0, rev 9/1/21)*

## Guy Rogers CDT Spot Rogers Intake Questionnaire

### **Case Study Lesson narratives:**

- Guy Rogers CDT Spot Rogers History
- Guy Rogers CDT Spot Rogers Lesson Narrative 1
- Nora Wynn CDT Fido Wynn Lesson Narrative 2
- Nora Wynn CDT Fido Wynn Lesson Narrative 3

### **Case Study Dog Picture:**

- Guy Rogers CDT Spot Rogers 1

### **Case Study Equipment Pictures:**

- Guy Rogers CDT Spot Rogers 2
- Guy Rogers CDT Spot Rogers 3
- Guy Rogers CDT Spot Rogers 4

### **Case Study Homework or Handouts**

- Guy Rogers CDT Spot Rogers Homework
- Guy Rogers CDT Spot Rogers Handout

The remaining two clients show how different combinations of documentations may be sent depending on the type of training program conducted for the case study.

### **Client: Nora & Nick Wynn (Fido)**

- Nora Wynn CDT Fido Wynn Group Class Registration
- Nora Wynn CDT Fido Wynn Lesson History
- Nora Wynn CDT Fido Wynn Lesson Narrative 1
- Nora Wynn CDT Fido Wynn Lesson Narrative 2
- Nora Wynn CDT Fido Wynn Lesson Narrative 3
- Nora Wynn CDT Fido Wynn Lesson Narrative 4
- Nora Wynn CDT Fido Wynn Homework

### **Client: May Smith (Fluffy)**

- May Smith CDT Fluffy Smith Board & Train Contract
- May Smith CDT Fluffy Smith History
- May Smith CDT Fluffy Smith Lesson Narrative 1
- May Smith CDT Fluffy Smith Lesson Narrative 2
- May Smith CDT Fluffy Smith Lesson Narrative 3
- May Smith CDT Fluffy Smith Take Home Handouts

## **Electronic Submission Criteria**

Completed CDT portfolio assessment documents and photographs must be in Word or PDF format. When submitting these documents electronically, please follow the instructions and illustrations detailed below.

CDT Portfolio Assessment submission packets will be e-mailed to: [certification@canineprofessionals.com](mailto:certification@canineprofessionals.com). The applicant must submit the CDT portfolio assessment with all supporting documents as one completed package. The CDT portfolio assessment must be submitted electronically via email to [certification@canineprofessionals.com](mailto:certification@canineprofessionals.com).

**NOTE: ALWAYS SAVE A COPY OF YOUR ANSWERS ON YOUR OWN STORAGE DEVICE, COMPUTER. IACP is not responsible for lost content.**

## **Hard Copy/Print Submission Criteria**

In the event the applicant can establish that they do not have computer or internet access, CDT Portfolio Assessments may be submitted via correspondence on a case-by-case basis upon pre-approval from IACP.

**Do not send the CDT portfolio assessment until IACP has approved that they will accept the portfolio assessment package.** Please email [certification@canineprofessionals.com](mailto:certification@canineprofessionals.com) and state why you require an exception to the electronic submission policy.

# **Step 4: CDT Portfolio Review & Evaluation Process**

## **Step 1: Submission Review**

Portfolio Assessments submitted to the IACP Certification Committee (CC) will be reviewed to ensure that all components of the Portfolio Assessment meet the IACP CDT Portfolio Assessment criteria as specified in this *Resource Manual* and welcome letter.

## **Step 2: Setting up “Blind” Review of Portfolio Assessments**

Portfolio Assessments materials that have met all IACP screening requirements will be coded in such a manner that evaluators will not know the identity of the applicant. The applicant’s and evaluators’ names and any other form of Personal Identifiable Information (PII) on the portfolio assessment and score sheet will remain anonymous from each other to ensure fairness of grading is based on portfolio assessment content only. Evaluators are not informed as to which other IACP Evaluators have been assigned to the applicant’s portfolio assessment.

## **Step 3: Evaluators Review & Score Portfolios**

Portfolio Assessment materials will be submitted to three (3) IACP Evaluators for grading purposes. Evaluators are given 30 business days to review the CDT portfolio assessment, provide the grade, and include notes or comments related to the grade.

## **Evaluation and Rubric Criteria**

### **Score Criteria**

Portfolio Assessments are evaluated on a pass/fail basis. The criteria used by each evaluator are established in a grading rubric or scoring guide. As a rule, each CDT Portfolio Assessment answer provided by the applicant will be graded using a three-step process.

- Does each question in the narrative portion have an answer? Leaving a blank space due to oversight or not providing an explanation as to why that question did not apply to the case study is an automatic “0” points. Thus, leaving a blank space is self-defeating.
- The second step is to evaluate the answers provided. Do they answer each element that was identified in the CDT Portfolio Assessment Instructions? If the instructions required a narrative explanation, then entering N/A (not applicable) will cost some points as the reason why something was not applicable, was not provided.

- The third step is determined by the rubric as a preset measurement of the stated objectives provided in each response. Each answer will be given a point value according to the criteria in the rubric.

### **Pass/Fail Scoring, Minimum Passing Score**

The collective scores from each IACP Evaluator will be averaged to a final score. A passing score final average score of 80 to 100. A failing score is the total averaged score of 79 or below.

### **Notification of Pass/Fail**

The applicant will be informed in writing of the final grade. Written notification of a Pass or Fail grade, will include copies of each IACP Evaluators' grades and comments that contain constructive feedback on areas of strengths and weaknesses.

All original material submitted to IACP becomes the property of IACP and will be safeguarded in accordance with the IACP Portfolio Assessment Administration Policy.

# APPENDIX 1: Portfolio Assessment Application Letter Format

Applicant Name: \_\_\_\_\_

IACP Membership number (N/A if not an IACP member): \_\_\_\_\_

Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

I hereby submit this CDT Portfolio Assessment Application Form and Registration Fee for IACP review and approval. I understand that should this application be approved; the registration fees are non-refundable. I understand that should this application be rejected; the registration fee will be fully refunded within 30 business days from formal notification.

As per CDT Portfolio Assessment Resource Manual v 2.0, the following documents are submitted through the appropriate form or enclosed.

- Three (3) names and email addresses for references
- Employment Resume
- Blank Client Contract or Registration Forms
- IACP CDT Portfolio Assessment Registration Fee of \$100.00 (US)

\_\_\_\_\_

## APPENDIX 2: Letter of Reference Format

Letter of recommendation will be submitted through a specific form link that will be emailed. This document serves as an illustrative example of the form questions authors will be asked to complete.

It is recommended that authors write their responses in a word processing application (i.e., Word, Notepad, Google Doc, etc) on their computer and then copy/paste the responses into the form.

If the letter is to be submitted in hardcopy form, an original signature is required by the author.

**Date**            *( date letter was written )*  
**To**                **IACP Certification**  
**From**            *( full name of person, author, who is writing the letter of reference )*  
**Subject**        **CDT portfolio assessment Letter of Reference for**    *( applicant name )*

*Author of letter should include, but is not limited to:*

- *identify how long they have known the applicant*
- *how they know the applicant (client or another canine professional including title)*
- *how they know the applicant including details about why the applicant is being recommended as a dog trainer*

## APPENDIX 3: Employment Resume Format

### General Information

Name: *Lorri Thompson*  
Address: *1010 Broad Street, Hialeah-FL 33010*  
Telephone: *(770) 582-4312*  
E-mail: *lthompson1010@gmail.com*

### Work Experience *(list most recent job first, repeat same format as needed)*

Employment dates: *01/2015 to Present*  
Name of Employer/Business: *Pet Dog Emporium Kennels*  
Address: *123 Main Street, Anamaet-FL 33301*  
Telephone number / e-mail: *(770) 285-1234*     *petdogemporiumkennels@aol.com*  
Supervisor who can verify work: *Jane Doe*  
Average Hours (weekly / monthly): *Full-time 32 hours a week*  
Duties: *My job duties at Pet Dog Emporium Kennels are .....*

### Dog Training Education. *(Chronological order optional, repeat as needed)*

Dates of attendance: *03/2004 to 05/2004*  
Name of School, City and State: *Auburn University, Anniston-AL*  
Subject/Studies: *Canine Explosives Evaluator*  
Hours / Type of Award: *360 hours, Certificate of Completion*

### Certification(s) or License(s) *(Chronological order optional, repeat as needed)*

*AKC-CGC Evaluator #0007*  
*IACP member #999999*  
*Occupational Therapist #99009976 (Florida)*  
*Occupational Business License #2019:287451 (Broward County)*

## APPENDIX 4: Dog Training Programs

Dog training programs are structured to accommodate dogs of all ages, health, temperament, and maturity based on previously learned abilities. Training program may include unique environmental factors such as physical terrains, noises, smells, machinery, people, or animals:

- Puppy class (little or no distraction, introductory level, limited discipline)
- Introduction (minor distraction or level of discipline)
- Intermediate (moderate distraction or level of discipline)
- Advanced (tolerance for high distractions or level of discipline)
- Competition (able to handle high stress or level of discipline)

**Agility:** running, jumping, pausing on command through a course that is equipped with a series of obstacles that may include, but are not limited to: tunnel, collapsed tunnel, A-frame, dog walk, seesaw, long jump, tire jump, table pause, cross overs, and weave poles.

**Behavior and Rehabilitation:** concentrating on behavior issues such as poor social skills, aggression, anxiety, fear, and reactivity. Rehabilitation is the act of restoring a dog to its former condition after an unfortunate or damaging past such as an unable environment, neglect, abuse, or lack of exposure.

**Detection Dog:** trained to use its “nose” to detect and alert on specific odors such as drugs, explosives, wildlife scat, currency, blood, electronics, bedbugs, or mold. Training will include how to navigate through fields, buildings, vehicles, airplanes, auditoriums, schools, and other unique environments.

**Dog Dance:** heelwork to music and freestyle

**Gun Dog/Bird Dog/Hunting Dog:** find and retrieve game, usually bird but may include other game.

**Herding Dog:** herding stock such as sheep or other livestock on a farm.

**Obedience:** sit, stay, here/come, down/place, heel/loose leash walk, housetraining to address behavioral issues such as counter surfing, barking, jumping, running away, etc.

### Franchise Dog Training Programs

- **American Kennel Club (AKC)** such as **S.T.A.R. Puppy** and **Canine Good Citizen (CGC)**
- **K9 Noseworks**®: scent detection for non-working dogs (companion dogs and dogs who are shy, reactive, blind, deaf, and mobility challenged) structured to help dogs build confidence and burn a lot of mental and physical energy.

## APPENDIX 5: IACP Intake Questionnaire

Applicant Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the client's name?  
Is the client a relative, close friend, employee, or employer?  
 Yes (*this client is not eligible for a case study exam submission*)  
 No
2. What is the client's dog name? \_\_\_\_\_  
Was the client's dog ever owned, fostered, trained, or participated in day care activities with you prior to this case study?  
 Yes (*this dog is not eligible for a case study exam submission*)  
 No
3. Type of Intake or Pre-screening prior to scheduling first lesson, the first selection being the most preferred, but not mandatory. *If more than one type of communication occurred, identify the one closest to Face to Face.*  
 Face to Face (in-person)  
 Over the Phone  
 E-mail or text  
 One way online

Who conducted the Intake / Pre-screening?

- Yourself  
 Authorized employee  
 Client self-filled online Questionnaire and/or Registration

Was the client's dog present during the Intake/Pre-screening?

- Yes  
 No

Did the client provide any videos of their dog as part of the Intake/Pre-screening?

- Yes  
 No

What type of dog is it? \_\_\_\_\_

How old is the dog? \_\_\_\_\_

How did the owner's acquire the dog? \_\_\_\_\_

How long have they had the dog? \_\_\_\_\_

Based on the conversation and/or observations of 1 through 3, please answer questions 4 through 8 in narrative form (see **Resource Manual, Narrative Glossary**).

- The narratives should explain what information was known based on the type of Intake / Pre-screening conducted or why the information was not made available prior to the first lesson.
- Include the client's disclosures or perception. If you observed the dog (in person or via video), please include your professional observation of the client's disclosures and recommendations given, if any.

4. **Socialization** (*developmental history*). What is the dog's current environment?

Narrative: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. **Health** (*medical history*). What is the dog's current state of health as disclosed by the clients? Do you agree or disagree with, or have you made any recommendations?

Narrative: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. **Behavior**: What desired behaviors and/or undesired behaviors did the clients disclose? Do you agree or disagree with these, or have you made any recommendations?

Narrative: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. **Goals and Objectives:** What goals and objectives do the clients want help for their dog from you? Do you agree or disagree with these goals and objective?

Narrative: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What specific Goals and Objectives did you and the client agree upon for the dog training program?

**Goals**, list new behaviors or skills: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Objectives**, identify what the observable (visual) measurable performance will look like:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. **Dog Training Program**, provide a brief organized outline of what the training program will be, and in part, your lesson plan.

What will be the type of dog training program? \_\_\_\_\_

On what date will the first lesson begin? \_\_\_\_\_

How many lessons are planned? \_\_\_\_\_

How much hands-on training time is allocated for each lesson? \_\_\_\_\_

What type of Class/Lesson Delivery? *(Check all that apply)*

Private Lessons

Group Classes

Overnight Boarding,

Other *(provide detailed description)* \_\_\_\_\_  
\_\_\_\_\_

9. **Locations:** where will the classes be conducted? *(Check all that apply)*

Home (*whose*) \_\_\_\_\_

Dog Training Facility

Open Fields or other open Public Places

Businesses, Stores, Hospitals, etc.

Other (*provide detailed description*) \_\_\_\_\_

---

10. **Environment:** What type of environments will these locations consist of? *(Check all that apply)*

Indoor

Outdoor

Kennel environment

Distractors (*people, dogs, sounds, noises, etc.*)

Other (*provide detailed description*) \_\_\_\_\_

---

# APPENDIX 6: Client Feedback Form

Name: \_\_\_\_\_

Dog's Name: \_\_\_\_\_

Dog Trainer's Name: \_\_\_\_\_

Training Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Your Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Your dog trainer is pursuing the Certified Dog Trainer certification with the International Association of Canine Professionals (IACP). Please show us your support of him/her by telling us about your experience with them as a trainer and the training program provided.

**Please fill out this form and email using the following format:**

**From:** Your Name

**To:** [certification@canineprofessionals.com](mailto:certification@canineprofessionals.com)

**Subject:** CDT Portfolio Assessment Client Form For (insert name of dog trainer)

**If you are unable to email this form, you may print it out and mail it back to:**

**IACP – Certification Committee  
PO Box 928, Lampasas, TX 76550**

**Please save a copy of this form for one year.**

If you have questions about this form, please contact; [certification@canineprofessionals.com](mailto:certification@canineprofessionals.com)

**Your dog trainer has been given instructions not to assist, recommend, or be involved in your completion of this form. Please do not share your answers or the completed form with your dog trainer. It is important that we receive your accurate assessment of your dog trainer so we may evaluate your trainer.**

Which of these behaviors did see your dog exhibit or show **BEFORE** the training program started? Please check each box of behaviors that applies to the dog’s behavior that occur or have occurred,

- *Inside your home*
- *Outside your home (yard) or in public places*
- *With you, other family members, or strangers*
- *With other dogs or animals*
- *With objects or sound*

No	Yes	
		<i>(Please answer all boxes)</i>
		<b>Aggressiveness:</b> Dog growls, snarls showing teeth, lunges, bites.
		<b>Biting/ Nipping/Snapping:</b> Dog puts teeth on human skin or biting the air near a human with intent to harm.
		<b>Attention Seeking:</b> Dog demands attention by begging, barking, whining, nudging, pawing, or other disruptive behavior.
		<b>Barking:</b> Dog barks frequently, will not stop when asked, or lasts for long periods of time.
		<b>Destructiveness:</b> Dog takes or destroys things <u>you do not want</u> the dog to touch.
		<b>Excitable:</b> Dog has too much energy, is easily started, or will not settle down when asked; has no “off” switch.
		<b>Fear:</b> Dog is shy, avoids what it is afraid of, cowers (tucked tail), tries to hide, or trembles (shakes).
		<b>Anxiety:</b> Dog appears stressed by whining, pacing, drooling, or pants heavily.
		<b>Resource Guarding:</b> Dog tries to control its resources (food, toys, people, animal) by stealing, hiding, or not allowing others to touch the resources.
		<b>Displacement:</b> Dog shows normal behavior but out of context such as eliminating inside house (even if housebroken), mounting (humping), or excessive grooming (licking).
		<b>Lack of Basic Obedience:</b> Dog pulls on leash, runs away, bolts outdoor, doesn’t come when called, or does not respond to basic commands such as “sit.”

Please provide any additional behaviors not listed above:

Did your trainer ask you about your dog’s vaccination records or ask about health concerns such as medicines, injuries, illnesses, or physical limitations? Where there any suggestions made by your trainer regarding the dog’s health? If yes, please describe.

What new skills and behaviors did you believe the trainer was going to teach you and your dog?

How satisfied are you with the training goals being met at the end of the training? *Please check only one box.*

<input type="checkbox"/>	<b>Not Satisfied</b>	No goals were met
<input type="checkbox"/>	<b>Somewhat Satisfied</b>	One goal was met – did not meet expectations
<input type="checkbox"/>	<b>Satisfied</b>	Most goals were met- met expectations
<input type="checkbox"/>	<b>Very Satisfied</b>	All goals were met – exceeded expectations
<input type="checkbox"/>	<b>Extremely Satisfied</b>	More than all goals were met – far exceeded expectations

No	Yes	<b>Your Instructors Teaching Skills</b>
		<p><b>Did you understand the trainer’s instructions during your lessons?</b> If a particular instruction was not understood, please provide an example and how it was resolved (or why it was not resolved).</p>
		<p><b>Did the training program provide you with sufficient knowledge and skills needed to confidently maintain your dog’s new behavior and skills?</b> If not, what was missing?</p>
		<p><b>If you were to do this training over again, is there anything you would have done differently?</b> If you would have done something differently, what would they be?</p>

***I certify that I completed this form without any assistance or input from my dog trainer. All statements are true and accurate to the best of my abilities.***

\_\_\_\_\_

Printed Name

\_\_\_\_\_

Signature

\_\_\_\_\_

Date