

Review on responsive approaches to inspection processes

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1 Summary

Inspectors of EU animal welfare legislation work in a field where the inspectors have to be able to communicate with the economic operators¹, not only about compliance/non-compliance according to legislation but also about the background for the legislation, e.g. animal welfare needs of pigs. With the objective of improving the communication between inspectors and economical operators this paper aims at rethinking and developing responsive approaches to the inspection process for improving the inspector-economic operator communication.

In this report, we suggest six different approaches that inspectors and competent authorities can use to develop the inspection procedures. The six suggestions are:

- Conducting inspection in pairs during training and/or everyday inspection.
- Calibration-training in participatory inspector groups.
- Management-support of inspectors.
- Training and using motivational interviewing by inspectors in the dialogue with economic operators.
- Training and using methodologies on how to deliver bad news in the dialogue with economic operators.
- Using communication models for training of inspectors - The Calgary-Cambridge Guide including use of videos.

Some of the suggestions might already be known and used in different Member States (MS). For example, to conduct inspection in pairs is supported by research, and the Calgary- Cambridge model is well known as a communication model in the human medical world and in veterinary education and clinics. We suggest a communication model that can be used during animal welfare inspections. However, such a model should be developed further by the different competent authorities to fit the different tradition for inspection in the Member States.

2 Introduction

Inspectors inspecting EU animal welfare legislation work in a field where they have to be able to communicate with the economic operators¹, not only about compliance/non-compliance but also about the background for the legislation, e.g., biological needs of pigs. EURCAW-Pigs focus on developing ideas and guidelines - also regarding improving communication skills -in relation to training that can inspire competent authorities in the different Member States, when they need to focus on training.

As underlined in EURCAW-Pigs “Farmers, inspectors and animal welfare: Possibilities for change” (Overstreet & Anneberg, 2020), animal welfare inspectors represent the ‘on-the-ground’ or frontline position between

¹ Economic operators are farmers but also other groups where inspectors work, e.g. at slaughter plants, during transport, etc.

farmers and legislation (Anneberg et al., 2013, see also Lipsky, 2010). According to Lipsky's definition, regulatory inspectors are thus so-called street-level bureaucrats. They interact directly with citizens in the course of their jobs and have substantial discretion in the execution of their work (Lipsky, 2010).

A Danish study (Anneberg et al., 2013) revealed that some inspectors of animal welfare maintain a strict definition of their role as agents of enforcement, while others saw their role – and animal welfare legislation more generally, as a matter of prevention and potentially saw inspection as a possibility for prevention and a motivator for change.

Studies of farmers having had inspection of animal welfare show that they find inspection necessary and inevitable, based on a belief that not all farmers comply with the law. At the same time, farmers felt that inspections were generally unfair, and they expressed the view that the inspections were carried out in very different ways between farms. On one side farmers asked for uniformity among inspections/inspectors but on the other side they also asked to be treated individually (Anneberg et al, 2012).

A Finnish study (Väärikkälä et al., 2018) found that most of the farmers recognized the need for animal welfare inspections, but also a more negative attitude towards the official animal welfare inspections was prevalent among farmers, who had undergone these inspections. The inspection itself was a far more negative experience, if the farmer had not understood the reason for the inspection, no opportunity existed to be heard, or the findings reported were found to be unclear. The authors suggest that efforts should be made by inspectors to enhance the level of communication, thereby ensuring the findings are clear to the farmer.

In another Finnish study, evaluating the job satisfaction of the official veterinarians working in the field of animal welfare control, official Finnish veterinarians required more training in interaction skills (Väärikkälä et al., 2020), and the importance of good communication skills was highlighted. This was opposite to Irish governmental veterinarians who in a study by Devitt et al. (2014) revealed that they did not want to have more formal education. However, informal support from colleagues was identified as being important for the Irish government veterinarians when and where available; this was not always possible given the busy nature of the veterinarian role.

Communication in relation to inspection of animal welfare should fundamentally be aimed at improving the welfare of animals by refining the communication between inspectors and economic operators. Elements as power, asymmetry and attitudes and perception of animal welfare are significant elements in this context.

Although the communication between inspectors and economic operators can be described as asymmetrical, because inspectors work with legislation and have a different education than the economic operators, both inspectors and economic operators have power as regards outcome of the inspection. Inspectors because they administer the legislation and have the opportunity to inform the economical operator about animal welfare - the operators have power in the sense that they are responsible for animal welfare situations at their farm and responsible towards possible change. This is important to include, when we here try to raise awareness of communication in relation to animal welfare inspection.

Attitudes and perception of animal welfare are significant elements from both the economic operators and the inspectors – and these attitudes and perceptions cross each other in daily-life inspections of animal welfare – placing the welfare of the animal in the middle, and the animal's risk to become victims of

disagreement. Economic operators can show ambivalence or resistance towards critique of their work with the animals or towards demands and expectations of changes in their production system. In addition, inspectors may need to rethink their traditional inspection procedures to address changing production systems. In case the communication does not work, the inspection might not lead to the intended goal: To improve animal welfare.

In the human medicine clinic Kurtz et al. (2003) found that not only clinical skills but also communication skills are important for a successful treatment. As mentioned by Overstreet and Anneberg (2020), research shows that enhanced interpersonal communication among inspectors can foster better outcomes and can better support inspection-driven animal welfare improvement. In addition, veterinarians who have training in communication skills may have higher job satisfaction and less risk for job-related depression (Englar et al., 2016). The objective for this paper is to develop and suggest responsive approaches to the communication part of the inspection process.

3 Responsive approaches for improving inspection processes

Based on the description of factors that contribute to the complexity of communication between inspectors and economic operators about animal welfare legislation, this section gathers suggestions to alternative approaches to be used for improved communication and discuss pros and cons for the different suggestions.

The alternative approaches are organized in the following six categories:

- Conducting inspection in pairs during training and/or everyday inspection.
- Calibration-training in participatory inspector groups.
- Management-support of inspectors.
- Training and using motivational interviewing by inspectors in the dialogue with economic operators.
- Training and using methodologies on how to deliver bad news in the dialogue with economic operators.
- Using communication models for training of inspectors -The Calgary-Cambridge Guide including use of videos).

3.1 Inter-inspectors support

Since inspection of animal welfare is organized differently between MS there is no consensus of what sort of communication works best, when inspectors meet the inspected. However, inspectors supporting each other and inspectors being able to discuss issues with colleagues openly is an expectation of many inspectors (see for instance van Kleef et al. (2015).

Supporting each other can be done in different ways. Here we suggest that working in pairs is introduced in a systematic way – as in these two models:

- Working in pairs during training and/or everyday inspections
- Calibration-training in participatory inspector groups

Working in pairs during training and/or everyday inspection

Working in pairs is ideal for some inspectors and can be seen in different Member States (MS). In some cases, groups of three and more inspectors are involved in the same inspections, and sometimes especially inspections that are expected to be difficult, will be carried out in pairs. However, the need of working in pairs can't always be met, because it can be viewed as too costly in person-hours. In the different MS it is sometimes seen in the training of newly employed inspectors, where they follow a more experienced colleague during their first animal welfare inspections. After this first training session, many inspectors are left to conduct the job alone.

A Danish example is that several inspectors can take place in the same inspection but with different professional background and aims. This can for instance happen during an EU-cross-compliance inspection. As an example, one inspector will take care of compliance in the area of fodder, another will go through the animal welfare legislation, and a third or fourth inspector will inspect earmarks/inspection of medicine use. The idea of being together in the same inspection is mainly to cause as little disturbance to the economic operator as possible - to avoid him or her to have several visits spread over time. Instead, different inspections, but all connected to cross-compliance are gathered and conducted the same day. However, it also has been argued from inspectors that bringing two or more inspectors into a farm will outnumber the farmer who might feel less seen or heard.

Another reason to be more than one inspector can be if the target of the inspection is regarded as difficult. A risk of conflicts might be predicted and therefore at least two inspectors will accomplish the inspection. The advantages of working in pairs is supported by recent research from Finland, where the job satisfaction of official veterinarians working in the field of animal welfare control was evaluated (Väärikkälä et al, 2020). An electronic questionnaire was designed to evaluate job satisfaction and was responded by 73 of the 98 Finnish official veterinarians working in the field of animal welfare control. More than half of the respondents reported work-related stress or fatigue. Fieldwork, especially when working alone, was perceived as the most challenging part of the work. Of the respondents, three out of four performed animal welfare inspections mainly alone. Working alone, communication problems and a heavy workload was stressed as an explanation why fieldwork, including inspections and sampling, was ranked as the most challenging part of their work. Nearly all the respondents perceived working alone as inconvenient. The most common reason for this were: compromised safety at work, challenges of making adequate observations alone or perceived insecurity of own legal protection (Väärikkälä et al, 2020). The Finnish study stresses that the impact of working in pairs to the efficacy of animal welfare control should be further studied, i.e. whether the use of enforcement measures is enhanced and the instructions are better followed when given by two persons rather than one.

Calibration-training in participatory inspector groups

The potentially diverging ways inspectors perceive their professional role can be made visible through calibration exercises. Homogeneity between inspections is expected by economic operators. One way to meet this expectation is to make time for training of inspectors in groups where they have the possibilities to compare different ways of seeing the same situation. However, this needs a safe, trusting working environment, time for training and an acceptance of the challenges around homogeneity when looking at animal welfare. The importance of support and the opportunity to meet and reflect on the experiences with colleagues has been recognized in different studies (Anneberg et al., 2013, Devitt et al, 2014, Väärikkälä et al., 2020).

Training where inspectors meet with their colleagues and use exercises to calibrate their findings is already used in different MS and suggested by EURCAW-pigs training guides as a methodology that can be used across MS, when planning training of inspectors (EURCAW-Pigs, no date).

An example of calibration exercises related to selected risk factors and inspection of the relevant EU legislation (from EURCAW-Pigs guide for standards of training – in the case about farrowing, housing and management):

- Photos shown of nest material among sows – different amounts found during inspection. Discussion among participants – which level suggests compliance with legislation and in relation to meeting behavioral needs of the sow?
- Photos shown of piglets and sow in relation to lactation. How do you measure if piglets have enough space? When is it necessary to measure?
- Photos shown of different combinations of sow size and space inside the crate. When is it necessary to measure? Which indicators suggest compliance?

3.2 Management-support of inspectors

Support received from the work community has been shown to be very important for official inspectors (Väärikkälä et al., 2020). Daily support and being backed by your leadership regarding your work conditions in relation to control seem to be even more important for inspectors that work alone. There are very little research on this subject and more should be carried out to show how working alone and the backing from leadership is related.

A Danish regional leader of inspectors, Flemming Kure Marker, has stressed that it is significant to keep a high standard in the psychological working environment for inspectors (Kure 2019). Kure is the leader of more than 80 employees; about 60 are veterinarians, all going out on animal welfare inspections on farms and during transport. Kure stresses that especially new inspectors can be trained to be familiar with a well-defined strategy, to start in a limited area and to follow more experienced colleagues during the first inspections.

Furthermore, Kure recommends that all employees are offered a course in conflict management to prevent conflicts to escalate. In addition, all inspectors should have a lifeline to the management when they are at inspections and, as stated by Kure, it is better that this lifeline is used too often than too little. “It is really important to the management that the veterinarians feel they have our support. In addition, we try to create a culture when you can be open about what challenges you experience. Nobody needs to act like Tarzan. We all risk to end up in a conflict,” Flemming Kure says in the interview.

3.3 Training and using motivational interviewing by inspectors in the dialogue with economic operators

Motivational Interviewing (MI) has been developed in a therapeutic context in order to help individuals change behaviors especially in relation to addiction but has widely been accepted as a tool in the health sector for instance in relation to smoking and overweight (Overstreet & Anneberg, 2019). Miller and Rollnick (2002) have developed the methodology based on their experiences with professional treatment of people

with abuse problems. MI is based on the idea that people are most likely to change if they develop their own reasons for change in a supportive environment.

Core skills in MI include empathic listening to understand the interviewee’s reasons for ambivalence. As mentioned by Botelho et al. (1999) in relation to working with patients with alcohol problems you can encourage patients to rethink the benefits, risks, and harms. By assisting patients to talk about how they feel about these positive and negative consequences, they may experience ambivalence about their alcohol use. To clarify ambivalence about change is central in MI. In Table 1, we have tried to translate this theory to the welfare inspection scenario on-farm. The dialogue tool - the Decision Balance Matrix - where the inspector in a dialogue with the economic operators explore the benefits and concerns in proceeding a non-compliance practice and changing the practice in order to meet compliance, respectively. The ambivalence - by this procedure - will be clarified. If benefits for change is greater than benefits to uphold a given practice - and oppositely, concerns to change are smaller than concerns to uphold status quo - then a motivation for improving practice for animal welfare improvement is more likely to happen (Mod. by. Bothello et al., 1999)

Decision Balance	Reasons to proceed practices that uphold animal welfare problems	Reasons to change in order to improve animal welfare
Status-Quo	Benefit	Concerns
Change to meet compliance	Concerns	Benefits

Table 1. Illustration of the dialogue tool - the Decision Balance Matrix - where the inspector in a dialogue with the economic operators explore the benefits and concerns in proceeding a non-compliance practice and changing the practice to meet compliance, respectively (mod. by. Bothello et al., 1999).

Other core skills are asking questions that support positive change talk, summarizing, and supporting positive reasons for change that the person in question raises. Therefore, MI training could help inspectors to support economic operators in finding their own reasons for change, which in turn, may increase the chances that economic operators will actually take steps toward that change (Overstreet & Anneberg, 2019).

In a farming context, a Swedish study by Forsberg et al. (2014) have looked at how MI was used to promote environmentally sustainable behavior in inspectors. The inspectors ($n = 32$) in four Swedish municipalities received training in MI over a yearlong period. Their MI competency as well as their experience of using MI in routine inspections was monitored over the year. The results showed that inspectors significantly increased their competence in the Empathy variable, defined as accurate listening to inspectors. Inspectors judged MI useful in inspections, approximately 5 on the 6-point scale. There were indications that MI may be easier or more appropriate to use in certain inspections than in others.

Another Swedish study by Svensson et al. (2020) evaluated a 6-month MI training program for veterinarians, focusing on promoting changes in management routines in veterinary herd health management (VHHM). Thirty-eight cattle veterinarians gathered in groups of four to eight at six workshops separated by 3–4 weeks, during which they read literature and practiced their skills. MI skills were evaluated before and after training using audio recordings of role-play conversations with professional actors. All participants improved their MI skills after training in at least one parameter and significant improvements were found in all but 3 of the 16

statistically evaluated MITI variables. Results show that MI training was perceived to be useful and relevant and successfully improved veterinarians' communication skills in VHHM.

In Denmark, MI has been introduced as a communication training method in the Aarhus University MA program in assessing animal welfare. Students in the MA programme are introduced to the most common concepts connected to MI, for instance active listening and ambivalence. They also work with role playing on how to use the concepts in conversations with farmers (economic operators). The teacher at the master's degree program is a Danish psychologist who is educated in using and teaching MI (Overstreet & Anneberg, 2020).

MI can be useful for inspectors because there is evidence that economic operators may be ambivalent about making changes and MI may be a way to support economic operators in 'talking themselves' into making animal welfare improvements. Overstreet and Anneberg (2020) strongly suggest that Competent Authorities in Member States look locally for experts trained in MI who can participate in training courses for inspectors. It is also possible to find videos and resources online, but a skilled trainer is necessary for successful development of MI skills.

3.4 Training and using methodologies on how to deliver bad news in the dialogue with economic operators

Breaking 'bad news' is a well-known term in the medical world. For instance, protocols are developed for disclosing unfavourable information to cancer patients (Baile et al., 2005). 'Bad news' is defined as "any information which adversely and seriously affects an individual's view of his or her future." (Baile et al., 2005). Research has shown that the bearer of bad news often experiences strong emotions such as anxiety, a burden of responsibility for the news and fear of negative evaluation (Tesser et al., 1971).

To our knowledge, no research has been carried out on how inspectors of animal welfare legislation are affected when they are the bearer of bad news to economic operators. However, as shown, inspectors can find their job very stressful, and this can relate to situations where they fear conflicts with the economic operators. However, to deliver bad news is a part of the inspector's job. Examples can be in relation to the need to put down animals, to tell the farmer about withdrawal of subsidies or to tell the farmer about the need of involving the police in cases of serious neglect.

We suggest that training on how to deliver bad news should be a part of inspectors training in general. A model that can be transformed from the human medical world to the world of animal welfare inspection is found in the "six steps of SPIKES" (Baile et al., 2005):

1. **Setting** up the interview
2. Assessing the patients' **Perception**
3. Obtaining the patient's **Invitation**
4. Giving **Knowledge** and information to the patient
5. Addressing the patient's **Emotions** with empathic responses
6. Strategy and **Summary**

Especially step 3 and 4 are relevant for inspectors delivering bad news. In the clinical world, not all patients express a desire for full information about their diagnosis and details of their illness. Some patients do not, as described in step 2.

The information which is needed for the economic operator could also be relevant to know for inspectors. This can be obtained by asking open questions, for instance: How would you like me to give the information about the animals we are going to put down? Would you like me to give you all information's or just sketch part of it and focus more on what happens afterwards?

Empathic listening, like in Motivational Interviewing, can be used and thereby leave room for the economic operator to choose the amount of information he or she can cope with in the situation. Asking open questions and use emphatic listening is a way of opening the communication that also makes the inspector much more aware of what for instance the farmer himself has realized about the situation. In step 3 in SPIKES warning the patient that bad news is coming may lessen the shock that can follow the disclosure of bad news. This is also relevant for inspectors to work with, using phrases like: "Unfortunately I've got some bad news to tell you"... or " I am sorry to tell you".. A point in step 3 is also to deliver the facts about the situation in words that the receiver can expect to understand. Finally, delivering bad news information should be given in small chunks and it should periodically be checked if the receiver understands what is said.

The goal for working with at model when it comes to deliver bad news is to avoid that the individual inspector is left to invent his or hers own way of solving this situation every time. Especially new inspectors could gain from having a model that support this part of their job, knowing that this has been discussed and acknowledged by their colleagues as a difficult task.

3.5 Using communication models for training - Cambridge-Calgary Guide including use of video

A way to create awareness about how inspectors communicate during animal welfare inspections can be to work with a process model for communication and/or evaluation of the communication.

There are different models at the market, and some might already be used in different MS. Here we have chosen to introduce the Calgary-Cambridge Guide (CCG), which was presented by veterinarian Kristian Kolthoff at a EURCAW virtual workshop held October 27th 2021 (EURCAW-Pigs, 2021). The mentioned presentation can be found on [YouTube](#)).

The Calgary-Cambridge Guide for teaching communication skills was initially developed in human medicine. Kurtz et al. (2003) has pointed to that they see two conflicting models of the medical interview between the doctor and the patient: 1) a communication model describing the process of the interview, and 2) the "traditional medical history" describing the content of the interview. The authors proposed a comprehensive clinical method that explicitly integrates traditional clinical method with effective communication skills. One way they did this was to work with and modify the Calgary-Cambridge Guide to the medical interview.

Kurtz et al. (2005) have asked: "What are exactly the specific skills of a doctor-patient communication? How can we define the individual skills that we wish to include in the curriculum? How do we make them more readily accessible to facilitators and learners, so they can understand the extent of the overall curriculum -

and how can we present them so that learners can remember the individual skills and understand how they relate to each other and the consultation as a whole?”

The Calgary-Cambridge Guide (Kurz & Silverman, 1996; Kurtz et al., 1998, Silverman et al., 1998) was designed to answer these above questions in a concrete, concise and accessible format. Since 1998, an enhanced version of the guide has become more widely used in a range of institutions.

Since the development of the guide, it has later been adapted to veterinary education (Overstreet & Anneberg, 2020), and is now considered the gold standard in veterinary communication skills training. Some of the core skills emphasized in CCG include reflective listening, empathy, non-verbal's or body language and sounds, and open-ended questions (Englar et al., 2016). The Calgary-Cambridge guide is used widely in veterinary education in the UK, Canada, and the US. In the course of training, veterinary students learn communication skills through conducting case scenarios with medical actors, class discussions, and practicing particular skills with classmates.

The guide breaks down a veterinary consultation into phases and lists the skills and techniques that veterinarians can use to communicate effectively with clients during each phase. Phases of a veterinary consultation, according to the CCG framework include: Preparation, initiation, gathering information, physical examination, explanation and planning, and closure.

For each phase, CCG describes important tools. For example, in the gathering information phase, trainees might practice active listening skills and asking open-ended questions. In the explanation and planning phase, trainees could practice involving the client in the decision-making process and breaking up information into smaller pieces followed by checking understanding (also known as “chunk and check”) to make sure that clients understand different aspects of the diagnosis and treatment plan.

Adapted CCG model for inspection of animal welfare

CCG has been adapted to veterinary education, but to our knowledge, it has not been adapted to training of inspection of animal welfare. While some aspects would not be applicable to both situations due to the obvious differences between a paid consultation for a pet and an animal welfare inspection, CCG could usefully be adapted as a communication training method for inspectors. In addition, CCG offers the benefit of being familiar to some inspectors who have been educated and trained as veterinarians.

As a training method, CCG includes discussions of core skills, rehearsal of these skills to integrate them into practice, observation, and descriptive feedback. These activities could be usefully integrated into ongoing inspector training in order to support improved outcomes of the inspection.

The Danish veterinarian, Christian Kolthoff (strategic consultant in business development, Practice) has transformed the CCG into models used by different professions like advisors in farming, employees at veterinary clinics and dentists (EURCAW-Pigs, 2021; Kolthoff & Channir, 2020). Christian Kolthoff has worked with the Calgary-Cambridge Guide (CCG) to improve the meeting between advisor-client (in our case the inspector-farmer meeting).

The model includes a description - in details - of what defines the good meeting. A meeting that in the CCG terminology is based on 5 five phases:

Three phases describing:

- 1) The initialization of the meeting including preparation and the first contact,
- 2) The body of the meeting where info is collected and
- 3) The finalization of the meeting where instructions are given.

Additional two 'phases' covering the whole meeting, namely

- 4) The structural (ensuring visibility and flow) and
- 5) The relational element (bodily and verbal communication) of the meeting.

Kurtz et al., (2005) stresses that the goal for working with the CCG is:

1. To construct a supporting environment and a good personal chemistry.
2. To be aware of the emotional condition of the client.
3. To identify all the subjects the clients, want to be addressed
4. To establish a common accepted plan for the visit
5. To build up a partnership and a cooperation with the client.

Item one and two also makes sense in relation to inspection of animal welfare. Item one should be seen as supporting a good environment and good personal chemistry in the workplace of the inspectors. However, the goals in general have to be reformulated to fit the communication-context of an inspection.

In Figure 1 we present a suggestion how communication-goals could be described in a context of animal welfare inspection. However, it should be a part of the communication focus among inspectors that they work with these goals in teams, discuss initially WHY this process could be a help and reformulate the goals to fit into their own context in the best possible way.

Each team of inspectors should initially ask themselves:

- What will they (the inspectors), the farmers and animals gain from it?
- How can it relate to improve inspections and thereby improve animal welfare?

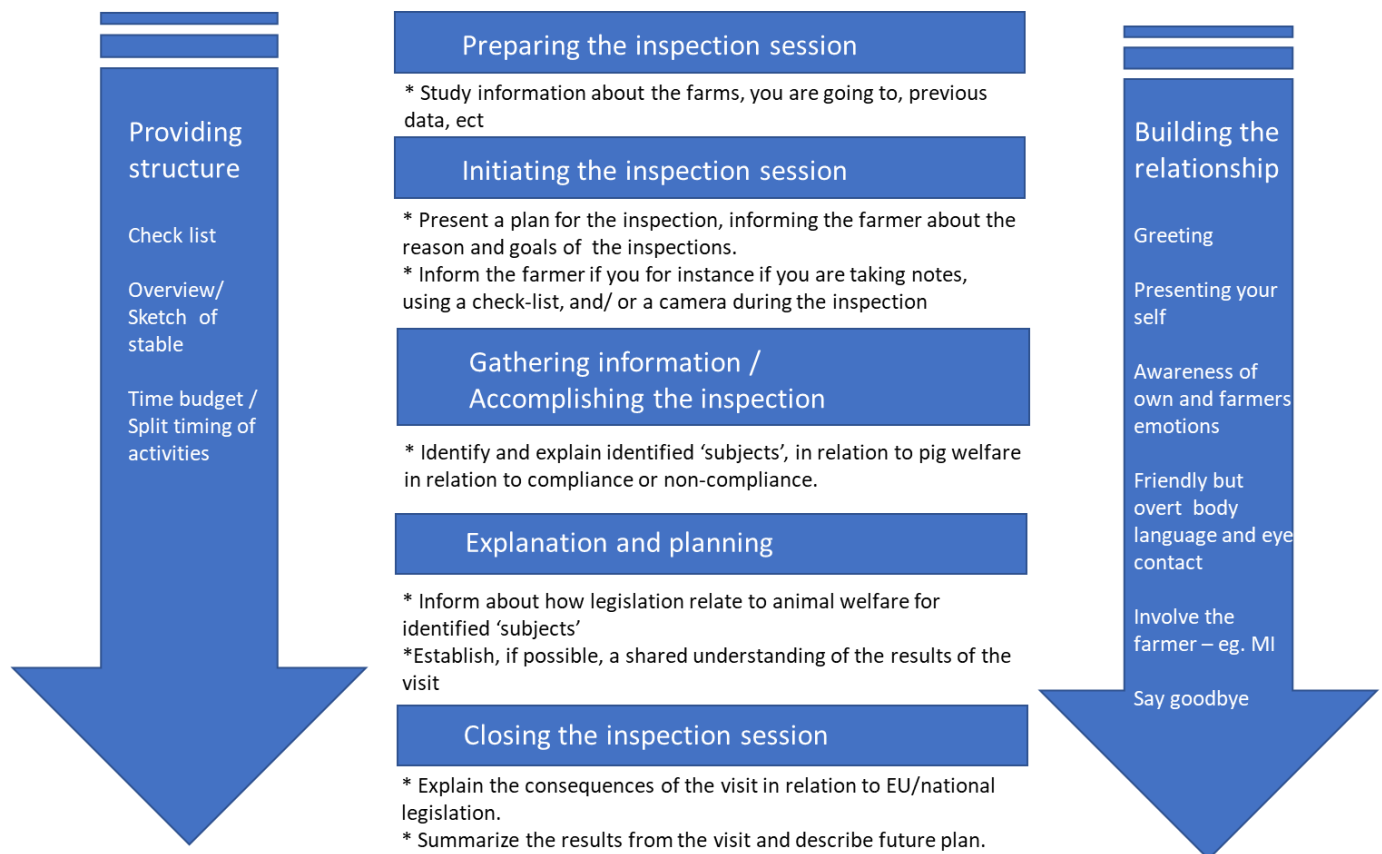


Figure 1. Suggested Framework of the Cambridge Calgary Guide targeted at animal welfare inspection including suggestions for the Content and Process - structural and relational - levels.

It is a part of working with CCG that video training can be used to understand, create awareness, and discuss the communication process. The videos can be used for evaluation purposes to discuss whether the goals that has been created for good communication (a model) were usable. Alternatively, it can be used *before* a model is created to identify challenges in the communication and find which element are important in a model for communication.

Before start, the participating inspectors must discuss why they want to do this. What is the goal? If farmers take place, there must be common goal between farmers and inspectors.

Videos could in principle be produced in connection with actual inspections. It requires - of course - the farmers content - and this could be hard to ensure as inspections are un-announced. So either videos are produced were farmers allow it to be done - or alternatively tutorials based on reconstructions are produced.

If farmers are involved issues around person data (GDRP) that has to be delt with.

Christian Kolthoff (EURCAW-Pigs, 2021) suggested the following:

- Preparation of shorthand-held videos of inspector-farmer meetings that could be either live-videos or tutorials, using actors.
- Among the group of inspectors to self-evaluate the video documented meetings in relation to what has been defined as the good meeting, optionally together with a communication expert.

Technically, there are many possibilities. Using the iPhone/smartphone is a possibility that most people can handle today. The camera can be on the body of the inspector (or the farmer) or a third person can do the recordings, and this also has to be discussed. The advantage of using videos, instead of for instance still-pictures as seen in the calibration exercises mentioned previous in the review, is that it gives a more vivid impression of the communication and also expose body language which is a part of the CCG model.

4 Conclusion

To improve animal welfare during inspection of animal welfare legislation, communication is essential. Effective communication between inspectors and economic operators is a core skill. Communication should be trained with the same importance as other veterinarian skills, but how this is carried out, depends on the priorities in the individual Member States (MS). EURCAW-Pigs facilitate training by offering suggestions and models for continuing educational courses for inspectors, see the different possibilities in the training page of [EURCAW-Pigs' website](#).

We suggest six different approaches that inspectors and competent authorities can use to develop the inspection procedures. Some MS already have experience already, for instance when it comes to do inspection in pairs as a part of training or during everyday inspection. For some inspectors research shows that this gives them a support that makes their work situation less stressful. Also training in participatory groups with calibration is a model that are used by some MS. Working with a communication model as a part of training is, to our knowledge, new in relation to inspection of animal welfare. Therefore, we suggest that our model should be regarded as a *suggestion* that can be changed and modified in relation to the different cultural context that affects the inspection in the different MS. More research around the experience that different MS have gained by using models of communication in relation to animal welfare inspection should be carried out in the future to gather information across MS on this subject and to evaluate the use of for instance the Calgary-Cambridge model in relation to inspection of animal welfare.

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About EURCAW-Pigs

EURCAW-Pigs is the first European Union Reference Centre for Animal Welfare. It focuses on pig welfare and legislation, and covers the entire life cycle of pigs from birth to the end of life. EURCAW-Pigs' main objective is a harmonised compliance with EU legislation regarding welfare in EU Member States. This includes:

- for pig husbandry: Directives 98/58/EC and 2008/120/EC;
- for pig transport: Regulation (EC) No 1/2005;
- for slaughter and killing of pigs: Regulation (EC) No 1099/2009.

EURCAW-Pigs supports:

- inspectors of Competent Authorities (CA's);
- pig welfare policy workers;
- bodies supporting CA's with science, training, and communication.

Website and contact

EURCAW-Pigs' website www.eurcaw-pigs.eu offers relevant and actual information to support enforcement of pig welfare legislation.

Are you an inspector or pig welfare policy worker, or otherwise dealing with advice or support for official controls of pig welfare? Your question is our challenge! Please, send us an email with your question and details and we'll get you in touch with the right expert.



info.pigs@eurcaw.eu



www.eurcaw-pigs.eu

Services of EURCAW-Pigs

- **Legal aspects**
European pig welfare legislation that has to be complied with and enforced by EU Member States;
- **Welfare indicators**
Animal welfare indicators, including animal based, management based and resource based indicators, that can be used to verify compliance with the EU legislation on pigs;
- **Training**
Training activities and training materials for inspectors, including bringing forward knowledge about ambivalence in relation to change;
- **Good practices**
Good and best practice documents visualising the required outcomes of EU legislation;
- **Demonstrators**
Farms, transport companies and abattoirs demonstrating good practices of implementation of EU legislation.

Partners

EURCAW-Pigs receives its funding from DG SANTE of the European Commission, as well as the national governments of the three partners that form the Centre:

- Wageningen Livestock Research, The Netherlands
- Aarhus University, Denmark
- Friedrich-Loeffler-Institut, Germany