
Sponsoring New Wildlife Rehabilitators

A guide to successful partnerships

by Shirley J. Casey and Allan M. Casey

Reports from wildlife agencies indicate that the majority of wildlife rehabilitation license holders around the United States have home-based facilities (Casey, 1995). Preparing effective home-based wildlife rehabilitators requires training, supporting, and supervising new people so they are able to provide high quality care for wildlife. Some of this experience may be obtained through classes and volunteer experiences at facilities or with independent rehabilitators. Apprenticeships under the guidance and supervision of experienced wildlife rehabilitators, or sponsors, are another common and important training tool. In addition, a formal "apprenticeship" is a license requirement for new rehabilitators in some states as well as with many federal permits (Casey, 1995).

Reluctance to Sponsor New Rehabilitators

Even with a pressing need for new rehabilitators, some experienced rehabilitators have are reluctant to take on the responsibility of training and supervision. Many potential sponsors are already very busy; they do not want to have to allocate their already limited time training and supervising new people. In some situations, the sponsor's own license may be affected if problems develop from the apprentice's action or inaction. There can also be legal and financial risks. Others dislike the multitude of tasks involved with training and supervision or fear that the apprentice will quit after training, which may be viewed as a major loss of time. These are just a sample of some of the reasons people have not wanted to sponsor new apprentices.

Deciding to be a Sponsor

Before recruiting people to train, the potential sponsor should assess his/her own motivation. Desperation for more rehabilitators to help during busy season is a commonly cited reason for taking on new people. Other reasons include wanting to share one's personal knowl-

Abstract: Experienced wildlife rehabilitators, who become sponsors, play a vital role in preparing new home-based rehabilitators. This paper details the need for sponsors, some reasons that people may be reluctant to take on the task of sponsorship, considerations in becoming a sponsor, and possible actions to reduce difficulties. It also discusses ways to help newcomers understand wildlife rehabilitation, requirements/resources, and performance expectations. The authors also ways to determine which applicants may not be an appropriate match for home-based wildlife rehabilitation. The paper was developed with input from a sample of wildlife rehabilitators with experience sponsoring and training new wildlife rehabilitators.

Key Words: sponsoring wildlife rehabilitators; wildlife rehabilitation training; wildlife rehabilitation education; supervising rehabilitators; wildlife rehabilitation volunteer; rehabilitation apprentice; sub-permittee

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knowledge and experience, enjoyment of training, and expectations of an increase of wildlife needing rehabilitation.

One also needs to assess one's own level of wildlife rehabilitation background and experience (years, number of animals rehabilitated, types problems, etc.), as well as extent of personal training and knowledge of the specific subject. For example, a person with experience and training with rehabilitating waterfowl may be effective in training and supervising rehabilitation of those species, but not for deer, turtles or hummingbirds. It is also useful to consider one's track record of safety for wildlife and humans, releases, recognition by rehabilitators and others, and other possible measures of effectiveness.

It is also important to consider if the potential sponsor has or can make adequate time to train and sponsor new rehabilitators. If the potential sponsor does not have enough time, the sponsorship may be extremely difficult and result in numerous problems. This time requirement may also suggest the need to schedule some of these activities prior to busy seasons.

There are also various communication, training and supervision skills that sponsors need to possess, such as assessing performance and giving feedback (Craig, 1987). In addition, it helps for the sponsor to enjoy training and supervising. If someone does not have these training skills or really dislikes this activity, problems can result. In some cases, strengthening the potential sponsor's own training and supervisory skills would be useful before taking on apprentices. A variety of publications, classes, and continuing education courses are available on these topics (Laird, 1985).

While it may seem rather fundamental, the sponsor should also have a current rehabilitation license(s).

There are times when wildlife rehabilitators become overwhelmed by the workload and desperate for additional help. For some people, sponsoring new rehabilitators may be a good alternative. Others who do not want to sponsor new people, for any of the reasons listed, might seek other alternatives, such as recruiting, training and supervising volunteers; networking with other rehabilitators to optimize workloads; and even considering the development of a central rehabilitation facility. The decision about whether or not to sponsor new rehabilitators should be made after serious consideration, and is not necessarily a good or automatic choice for everyone.

Explaining the Realities of Wildlife Rehabilitation to People Who “Wanna-Be” Rehabilitators

It is not unusual for wildlife rehabilitators to be approached by people who are thrilled to find someone helping wildlife and express interest in joining their ranks. New and very busy rehabilitators may be delighted with the possibility of an influx of more help. Many of these possible applicants, however, really do not understand wildlife rehabilitation. The person who thinks he/she wants to become a rehabilitator needs to gain a clear and realistic understanding of wildlife rehabilitation. The potential rehabilitator needs to understand that rehabilitation involves considerable physical work on a daily basis for a difficult, unpaid, volunteer activity. It takes considerable time and energy each day. Rehabilitation is not pretty, fun, or cuddly, nor is it a hobby. It includes seeing and treating injuries, parasites, diseases, euthanasia decisions, difficult members of the public, cleaning cages, handling emotional stress, and more. It requires a physical facility that can be separated from humans and domestic animals; and a way to finance the cages, supplies, food, medications, and veterinary bills. It requires learning and carrying out a wide range of skills. It means getting and maintaining the necessary wildlife rehabilitation licenses. Wildlife rehabilitation is complex and demanding work.

Some people cannot and should not become wildlife rehabilitators. If, at any time, it appears that the applicant is not an effective match for wildlife rehabilitation, it is better to inform the person than continue and have the situation deteriorate -- or result in ineffective care of wildlife. This screening can significantly help the spon-

sor save their own time, reduce frustrations and risks, and ensure that future rehabilitators provide effective wildlife care.

Consider a Written Description

A written description of “what it takes” to be a wildlife rehabilitator can be extremely informative and make wildlife rehabilitation seem more “real”. The written description can describe the commitment, time, tasks, facilities, costs, licensing, and other requirements in some depth. This documentation is more complete than a job description; it is also more than the wildlife rehabilitation license requirements and regulations that some states send to applicants (Casey, 1995).

This written description also helps ensure that the key points are not forgotten as the rehabilitator is trying to get wildlife work done at the same time that he/she is talking with the potential rehabilitator on the phone. Using a written description (sample available from authors) also reduces time with people who are not serious.

Those people who seek more information after reading a complete type of description of wildlife rehabilitation are more likely to make an informed decision to pursue the subject. At the same time, many people may decide that wildlife rehabilitation is not for them. This informed decision saves time and effort. This can serve as a first screening activity.

Assessing the Potential Rehabilitator’s Abilities

When provided with the cold, hard facts about wildlife rehabilitation, some prospective rehabilitators will decide not to proceed. In other cases, the sponsor must evaluate the person’s ability to become a rehabilitator. That is not saying that the sponsor sits in judgment of the applicant, but rather considers a variety of factors that affect the person’s ability to effectively rehabilitate wildlife.

This information can be gathered several ways. A written application form, structured interview, or unstructured conversation may provide some basic information and insights. These techniques may seem to be rather formal for the home-based rehabilitator, but this information is really critical to deciding if applicant may become a rehabilitator or if the sponsor should accept the person for training. It also helps the applicant realize that the sponsor takes this seriously. Requesting and checking references is also useful.

Another consideration is the type of rehabilitation the applicant wants to learn. If they want to learn bears and the sponsor rehabilitates opossums, it does not fit. If they demand to start on learning raptors rehabilitation and the sponsor works with songbirds, it may not work. The applicant may need to be referred to a rehabilitator working with those species.

In addition to basic information (name, address, phone), it is good to ask other questions. Why does he/she want to be a rehabilitator? When is he/she available (time and days)? How much time is spent daily with work, family, pets, other commitments, etc.? Is there adequate physical space to rehabilitate wildlife (separate space away from humans and domestic or exotic animals)? Access to funding? Do they have a vet willing to work with them and wildlife?

There are some things that show up more by observing and listening to the person than asking. For example, many people would say that they are motivated and willing to do what it takes. Observation may show that they are unable to adjust their schedules or that they just want their children to be able to play with wildlife; they are not interested in the daily demands and work of rehabilitation.

Some questions that might be on the sponsor’s evaluation/observation form include: Is the person willing to do the range of tasks required? Does the person take the initiative to learn? Is he/she willing to perform a vari-

ety of tasks? Are his/her values, interests, skills, and experiences compatible with rehabilitation (i.e., dedicated to release, not making pets; recognize that death is part of the life cycle)? Is he/she self-motivated? Is he/she accustomed to hard work and self-direction? The sponsor should expand this initial list to meet his/her own concerns (some examples are in the side-bar).

The compatibility of interpersonal and management styles to be considered. Not all styles work well together. These are also important factors to consider. If the applicant is loud and aggressive, and the sponsor is very quiet and low key, the rehabilitator may not want to sponsor this person. If the styles are not compatible or synergistic, that does not mean that either is bad or wrong. Rather, the applicant might work better with another sponsor and could benefit from a referral.

When it is Not a Match

In some cases, it is necessary to explain to the applicant that rehabilitation may not seem to fit with their situation at this time (i.e., time availability, space for cages, zoning, health). Or it may be appropriate to recommend that the person contact another rehabilitator for training. While it may be difficult to tell some people that rehabilitation may not work at this time or that they should consider another sponsor, it is far better to stop the relationship early rather than delay and compound problems in the future. This screening is a very important step in the process and can make a significant difference for both the sponsor and apprentice by saving considerable time, energy and frustration.

While some people may not be strong candidates for doing home-based wildlife rehabilitation, they could still provide extremely valuable contributions in other ways, such as getting involved with telephone hotlines, fundraising, education, political action, and transport. It is useful to explain that these activities can also be very beneficial to wildlife be just as beneficial to wildlife as direct care.

More Realities of Wildlife Rehabilitation

After the applicant has shown that he/she has some understanding of wildlife rehabilitation and the rehabilitator believes that they might work together effectively, it is time for providing a closer look at rehabilitation. This is a reasonable time to show them facilities, supplies, materials, cages, cleaning materials, resources, publications, regulations, zoonoses and parasite protocols, tasks/activities (including some not so fun), and budgets. This type of overview may vary from several hours to a few days. It is also a good opportunity to review the challenges and difficulties as well as successes, positives and rewards in more depth. The sponsor provides information while continuing to gather data on the applicant. Either person might decide rehabilitation might not work.

It is also a time when the sponsor can identify a variety of educational opportunities. The applicant can be given a list of relevant publications (e.g., journals, training manuals, books) and encouraged to read them. The applicant can also be encouraged to attend short training programs or state rehabilitation or wildlife conferences. This expands the applicant's knowledge of rehabilitation topics and helps them meet other rehabilita-

ASSESS YOUR APPLICANT

Below are issues sponsors might want to consider when assessing information provided by applicants (these questions are not asked directly!). The authors encourage sponsors to add and tailor questions to meet their own needs and concerns.

Does the applicant:

- 1. Show willingness to do the range of tasks required?**
- 2. Show initiative and dedication to learning?**
- 3. Show self-motivation?**
- 4. Respond effectively to rapidly changing situations and multiple tasks?**
- 5. Anticipate the possible consequences of his or her actions with wildlife?**
- 6. Demonstrate attention to detail?**
- 7. Respond to conflict or emotional stress?**
- 8. Communicate well with the public?**
- 9. Show values compatible with rehabilitation (e.g. not making wildlife into pets)?**
- 10. Show commitment to wildlife and people?**

tors. Whether or not the applicant seeks out this type of learning gives further clues to his/her potential as a rehabilitator.

After developing some basic knowledge and skills (from the sponsor and/or other training), the applicant might begin volunteering with some basic tasks such as cage work, transport, and feeding healthy orphans. The applicant needs to be closely supervised in order to ensure that he/she understands the activity and performs it acceptably. Again, it is a good time for the sponsor to assess skills, interests, dependability, initiative, attention to detail, response to emotional stress, problem-solving and decision-making skills. The sponsor must assess the person's performance in a supervised setting. If the performance is not acceptable, the sponsor must evaluate whether it is because of a lack of experience or other factors (e.g., the difference between awkward feeding techniques and missing feedings since "it's only a squirrel/opossum/crow", or disregarding safety procedures). The sponsor also must assess whether the sponsor trusts the person with wildlife.

Clarifying Expectations

After deciding that the person is ready to move beyond working under direct supervision, it is important to discuss general expectations of when he/she will be taking wildlife to his/her own facility.

It is also useful to provide a list of knowledge and skills he/she will be required to learn and perform while under the person's sponsorship. Whether brief or comprehensive, this list serves as a critical communication tool (King, 1989). This list of expectations and proficiencies also reinforces the broad knowledge and skills reha-

REHABILITATION PROFICIENCIES

Wildlife rehabilitation requires specialized knowledge and skills in order to rehabilitate and release wildlife back to its native habitat successfully. A small group of rehabilitators have developed working documents that sponsors and apprentices can use to chart the apprentices' acquisition of the basic skills, or proficiencies, they need in order to become fully prepared as rehabilitators-in-training.

Below is a sampling of the types of skills included on the forms. On a complete form each of the skills below includes several specific components for mastering the larger proficiencies, and several additional columns of data show which resources can provide the training or instruction needed. These resources include videos, training, workshops, training by sponsor, and other resources. Sponsors and apprentices would check off (sign and date) each skill once it is fully completed. [More complete sample forms are available upon request from the authors.]

**Completed
(initials/date)**

- _____ **"A Wildlife Rehabilitator's Code of Ethics," developed by NWRA/WRC**
- _____ **State and federal regulations affecting wildlife rehabilitation**
- _____ **Basic identification of common native wildlife species**
- _____ **Natural history and behavior of common native species**
- _____ **Methods to prevent problems with wildlife and humane solutions**
- _____ **Diet and nutrition of wildlife species applicant wants to rehab**
- _____ **Ability to capture and handle safely the species applicant wants to rehab**
- _____ **Identification & general assessment of basic health problems (not diagnostics)**
- _____ **Basic first aid and problem-solving for species**
- _____ **Wildlife parasites and disease, including zoonoses**
- _____ **Life skills for wildlife**
- _____ **Euthanasia, necropsy, and disposal**
- _____ **Release criteria, considerations, preparation**
- _____ **Public contact (handling phone calls, getting information, etc.)**
- _____ **Recordkeeping**
- _____ **Facilities/caging/habitat needs for wildlife species**
- _____ **Basic resources and references**
- _____ **Demonstrated commitment to and ability to rehabilitate wildlife**

bilitators must use as well as helping to identify areas for additional training. It is also important for the sponsor to discuss the documented expectations and get agreement, preferably signatures. Without such agreement, the new rehabilitator may later say that he/she did not realize was expected to learn or master these items.

Some of the list may include knowledge the person is expected to learn. It can be very helpful to identify sources for learning, such as lists of required and suggested resources (bibliographies, supplies, etc.) training programs, and cost estimates.

This list of expectations can also be used to help evaluate when the person has achieved a knowledge and skill level appropriate for applying for his/her own rehabilitation license (note: wildlife agencies might also have other requirements, such as time as an apprentice or volunteer, or facilities).

It is also helpful for the sponsor to discuss how the knowledge and skill levels, performance, and other expectations will be measured and evaluated (King, 1989). The sponsor may assess the item by observation (e.g., feeding or handling an animal; mixing formula; conducting an initial examination); discussion or general questions (e.g., information gleaned from a rescuer or veterinarian; action or inaction the new rehabilitator; timing

A CONTRACT TO CINCH THE DEAL

A memorandum of understanding (MOU) is one type of agreement that the authors have found useful as a tool to help sponsors and apprentices firm up their expectations of each other. Below is a sample of some of the key items sponsors might want to include in such a document, with abbreviated examples for two of the sections. [A more complete sample is available from the authors.]

Section 1. Parties

Section 2. Purpose and Scope

Section 3. Terms

Section 4. Expectations of Performance from the Sponsor

A.) The Sponsor will provide general training, coaching, support, and feedback regarding the wildlife rehabilitation process....

B.) The Sponsor is expected to be available for help and consultation, and to arrange for backup help and consultation during those times that the Sponsor is unavailable for an extended period.....

C.) The Sponsor is expected to provide needed oversight and supervision as to the Apprentice's progress. This includes frequent communication.....

D.) The Sponsor is not expected to provide financial assistance, insurance, or all the services required to perform wildlife rehabilitation activities, such as securing the services of a veterinarian for the Apprentice, building cages, providing supplies.....

Section 5. Expectations of Performance from the Apprentice.

A.) The Apprentice is expected to learn and know about, understand and comply with laws, regulations and ordinances....

B.) The Apprentice is expected to become knowledgeable and skillful in the various general aspects of rehabilitation.....

C.) The Apprentice is expected to secure the services of a veterinarian and is personally responsible for those costs....

D.) Prior to accepting any wildlife into rehabilitation, the Apprentice is expected to have certain minimum supplies and resources.....

E.) The Apprentice is expected to deliver the highest quality of care possible to wildlife, including feeding and medical treatment schedules, and maintaining proper isolation from humans and domestic animals (including no displaying of wildlife).....

Section 6. Assumptions of Liabilities.

Section 7. Termination of the MOU.

Signatures and Dates.

of decisions; seeking additional information); records (e.g., intake data, care records); and more. The timing, frequency of evaluations, and feedback format should also be established (King, 1989).

It is particularly useful to confirm the expectations and evaluation methods (e.g., self-evaluation, evaluation by sponsor), so that misunderstandings are minimized. Discussions with rehabilitators who have sponsored many new apprentices reveal that numerous problems have resulted from misunderstandings and unclear expectations. A sample of problems include: lack of communication with the sponsor; apprentices not feeding animals according to schedule; wildlife being handled by or transferred to unauthorized people; enormous veterinary bills showing up in the sponsor's name; sponsors being surprised to see the apprentice on television or in the newspaper with unauthorized wildlife; and wildlife dying due to poor care.

Some people may want to confirm initial expectations with a face-to-face meeting and some kind of written out written outline. Others may add a written agreement of expectations and responsibilities, such as a memorandum of understanding (MOU), signed by both the sponsor and apprentice. It is helpful to include responsibilities of both the sponsor (availability, type of support, resources, etc.) and apprentice (such as animal care, costs, insurance, caging, frequency of communications, recordkeeping); how long the person will be an apprentice/provisional/sub-licensee; and how the relationship can be concluded. The previous page shows a sample MOU (a more complete copy is available from the authors).

Obtaining the Wildlife Rehabilitation License(s)

Once the decision is made to sponsor the new rehabilitator, there are also numerous state and/or federal license requirements. These may include a wide range of requirements, from caging/facilities, training, tests, and letter from a veterinarian agreeing to treat wildlife. In some states, the sponsorship describes the relationship and training, but the new rehabilitator immediately has his/her own license. Sponsorship is a condition of the licensing requirement for applicants seeking federal rehabilitation permits as well as some state rehabilitation licenses. In those cases, both the new rehabilitator and the sponsor may be required to complete the application and send letters. This licensing process reinforces the range and extent of the sponsor's responsibilities and liabilities.

Setting Limits

When some people get their first rehabilitation license(s) (as sub-permittee, novice, provisional, etc.), they may want to admit more animals than they can initially handle. It is beneficial for the sponsor to encourage starting with a limited number of animals that are relatively stable, healthy, and pose minimum risk. It also helps to limit the number of species that they initially accept. This helps build their knowledge and skill levels as well as helping ensure the animals get effective care. Taking too many animals in the beginning can decrease the quality of care for the animals and overwhelm or "burnout" the new rehabilitator.

The need for limits also refers to the sponsor. The pressing need for more care givers may prompt some rehabilitators to want to sponsor many new people. This can be problematic. It takes time to train and supervise new people. Plus, situations could develop when the sponsor would have to take back all the animals in the apprentice/sub-permittee's care. This could significantly impact the sponsor's facility, workload, and ability to provide quality care.

Monitoring Performance and Giving Feedback.

Once the apprentice has his/her license and rehabilitating wildlife, the sponsor's role becomes even more involved. The sponsor and apprentice or sub-permittee need to be in regular and frequent communication. The sponsor needs to monitor the apprentice's performance and the progress of the animals in his/her care. This

review can be accomplished by visiting his/her house/facility and observe his/her practices. Rehabilitation records can also be reviewed.

The sponsor needs to stay current on the status and progress of the animals in the person's care. The sponsor needs to monitor the performance even if he/she expects the apprentice's skills to be at a particular level based on the amount of experience or training. It is also useful for the sponsor to note the types of questions, rate of learning, and skill development. Suggestions and feedback from the sponsor are also necessary for the apprentice's learning and to ensure wildlife gets the highest quality care.

If and When Problems Develop

Since apprenticeship is a learning process, problems or difficulties are to be expected. When problems arise, it is critical to identify and correct them. Hopefully, regular communication and observation will enable difficulties to be identified when they are still minor, easily remedied, no harm is done, and it still feels like a "learning opportunity" instead of a crisis. In some cases, the problems may become more serious and need more drastic action. The sponsor needs to monitor these types of situations closely.

Occasionally problems with the new rehabilitator may not be corrected or may escalate, resulting in risks to wildlife and people. If such problems are found or are believed imminent, it is incumbent on the sponsor to retrieve the wildlife in the person's care. This can be very difficult on wildlife, the new rehabilitator and the sponsor. It may, however, be necessary in some cases. If this happens, the sponsor may decide that the person needs more training or other action before continuing, or may decide to stop the sponsorship. Any decision to change sponsorship status and the reasons for the action should be documented and communicated in writing to the appropriate licensing agency(s). If the sponsor allows the apprentice or sub-permittee to continue after discovering inappropriate action, the sponsor's own license and status could be affected.

Changing Status

At some previously agreed to time or schedule, it is useful to review whether the person has met the learning objectives and is ready to have their own license. The sponsor and apprentice/sub-permittee may agree that the person has shown the necessary commitment, skills, knowledge, and experience decide that the person should get his/her own permit. This may involve applying to various agencies, tests, inspections, or even letters of endorsement from the sponsor. Or, it may be desirable to continue the apprenticeship.

In other cases, the apprentice may decide that while wildlife rehabilitation is a worthy endeavor, it is not for him/her. Other things could have changed (health, job, family status or health, etc.). In some situations, the sponsor may decide that the apprentice does not meet his/her expectations of a fully licensed wildlife rehabilitator or that the person needs to work with someone else to complete his/her apprenticeship. The sponsor has an important role in each of these decisions. Regardless of the decision, it is beneficial to try to continue a positive, supportive relationship.

Summary of the Steps

Sponsoring new people to become knowledgeable, skillful, and effective wildlife rehabilitators is very important to the future of wildlife rehabilitation. It is also a time-consuming and complex endeavor. While this sponsorship can be done many different ways, there are some useful steps to follow.

It is beneficial for the rehabilitator considering sponsoring new people to assess his/her own motivation, skills and interest in training and supervising new people. The rehabilitator must also consider the time commitment and risks associated with such sponsorship. These considerations may result in some rehabilitators deciding not to formally sponsor new rehabilitators.

Once the decision is made to become a sponsor, there is more planning and preparation. The potential sponsor needs to first help the potential applicant understand the full scope of wildlife rehabilitation, and if it is really what the person wants or can do. Then the sponsor needs to decide if he or she wants to sponsor that individual. If the answer is affirmative, more exposure to wildlife rehabilitation, including volunteering for basic rehabilitation tasks and training will follow. This training and volunteer period is also time to decide if the person is really a “match” for becoming a wildlife rehabilitator. Either party may decide to step back and change direction.

If the sponsor and potential applicant decide to proceed with the person getting a rehabilitation license, there are even more steps. Expectations need to be clarified by both parties. Written documentation of expected learning objectives, performance expectations and standards, and more seem to help reduce misunderstanding and reinforce the importance of these items. It is also beneficial for these discussions to include how communication, coaching and supervision, performance monitoring, and feedback will occur -- for both the sponsor and apprentice. Discussions with experienced sponsors has indicated that this phase is one of the most important and difficult, and often neglected.

While critical to the process, obtaining the actual rehabilitation license is just one of many steps. Hopefully, by this time, the sponsor and the new rehabilitator are clear about overall requirements, expectations and the sponsorship process. Then, both the sponsor and new rehabilitation apprentice implement the plan. Frequent communications, more training, monitoring, and coaching follow. After some time has passed, the sponsor and new apprentice will discuss the degree to which expectations have been met and decide about the person becoming a fully permitted wildlife rehabilitator.

Conclusion

There are times of year when wildlife rehabilitation workload is extremely heavy. It is then that the need for additional rehabilitators is felt most desperately and the urge to bring on help may be most strong. This help can come in many forms, including volunteers or new rehabilitation apprentices. However, training new people to be able to rehabilitate wildlife on their own is different from a person working under the rehabilitator’s direct supervision.

As such this process of sponsoring new rehabilitators is very different. It is a complex and time-consuming activity that should not be taken on in a rush to get more help. The decision to sponsoring new rehabilitators needs to given serious consideration and planning as well as effective implementation. The results of sponsorship can significantly affect wildlife, future rehabilitators, and the sponsors themselves and deserves to be done well.

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Some Additional Resources

International Wildlife Rehabilitation Council (IWRC); 4437 Central Place, Suite B-4, Suisun, CA 94585; 707/864-1761 for training and publications.

National Wildlife Rehabilitation Association (NWRA); Carpenter Nature Center, 12805 St. Croix Trail, Hastings, MN 55033; 612/437-9194 for training and publications.

Wild Ones is also an excellent source of mail order publications (800/539-0210).

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