

Small Animal Care II

8084 36 weeks

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Course Description

Suggested Grade Level: 9 or 10 or 11 or 12
Prerequisites: 8081 or 8083

Students develop skills in the training and grooming of companion animals, focusing on specific needs of various breeds. Instruction includes handling animals and grooming/caring for coats, as well as technical and maintenance functions related to animal health. Live animal handling will occur. The course also includes technical office-management instruction and affords students the opportunity to practice leadership skills. The National FFA Organization, Supervised Agricultural Experience (SAE), or related student organization activities are encouraged.

As noted in [Superintendent's Memo #058-17 \(2-28-2017\)](#), this Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. The 2016-2018 biennial budget waiver of the teacher-to-pupil ratio staffing requirement does not apply.

Task Essentials Table

| 8084 | Tasks/Competencies |
|------|--|
| + | Identify the role of supervised agricultural experiences (SAEs) in agricultural education. |
| + | Participate in an SAE. |
| + | Identify the benefits and responsibilities of FFA membership. |

| | |
|----------------------------------|--|
| <input checked="" type="radio"/> | Describe leadership characteristics and opportunities as they relate to agriculture and FFA. |
| <input type="radio"/> | Apply for an FFA degree and/or an agricultural proficiency award. |
| <input checked="" type="radio"/> | Use parliamentary procedure. |
| <input checked="" type="radio"/> | Deliver a speech or presentation. |
| <input checked="" type="radio"/> | Participate in a committee meeting. |
| <input checked="" type="radio"/> | Participate in an FFA community service project. |
| <input checked="" type="radio"/> | Describe career opportunities in the companion animal grooming and training industry. |
| <input checked="" type="radio"/> | Describe the nature of the work and the salaries in the companion animal grooming and training industry. |
| <input checked="" type="radio"/> | Identify safety issues related to working in the companion animal grooming and training industry. |
| <input checked="" type="radio"/> | Lift and carry animals. |
| <input checked="" type="radio"/> | Identify equipment used in handling animals. |
| <input checked="" type="radio"/> | Restrain animals for grooming. |
| <input checked="" type="radio"/> | Describe the importance of socialization and early training for companion animals. |
| <input checked="" type="radio"/> | Identify factors to consider in training companion animals. |
| <input checked="" type="radio"/> | Describe the functions of equipment used for basic obedience training. |
| <input checked="" type="radio"/> | Describe various training methods. |
| <input checked="" type="radio"/> | Demonstrate various training techniques with a companion animal. |
| <input checked="" type="radio"/> | Identify various specialty training methods. |
| <input checked="" type="radio"/> | Interpret companion animal behavior. |
| <input checked="" type="radio"/> | Explain owner responsibilities for basic veterinary care and general health maintenance. |
| <input checked="" type="radio"/> | Explain ethical and legal issues affecting animal ownership. |
| <input checked="" type="radio"/> | Describe criteria for earning canine good citizen certification and therapy dog certification. |
| <input checked="" type="radio"/> | Exercise an animal. |
| <input checked="" type="radio"/> | Identify grooming tools and equipment. |
| <input checked="" type="radio"/> | Identify personal protective equipment (PPE) for grooming. |

| | |
|----------------------------------|---|
| <input checked="" type="radio"/> | Develop a grooming itinerary. |
| <input checked="" type="radio"/> | Use grooming tools and equipment. |
| <input checked="" type="radio"/> | Check and treat for fleas. |
| <input checked="" type="radio"/> | Explain tick removal and prevention. |
| <input checked="" type="radio"/> | Prepare shampoos and creme rinses. |
| <input checked="" type="radio"/> | Bathe an animal. |
| <input checked="" type="radio"/> | Dry an animal. |
| <input checked="" type="radio"/> | Trim nails. |
| <input checked="" type="radio"/> | Brush and/or demat coat. |
| <input checked="" type="radio"/> | Clean ears. |
| <input type="radio"/> | Clip coat with electric clippers. |
| <input checked="" type="radio"/> | Trim coat with grooming shears. |
| <input checked="" type="radio"/> | Perform final comb-out. |
| <input checked="" type="radio"/> | Perform finishing touches. |
| <input checked="" type="radio"/> | Perform oral hygiene practices. |
| <input checked="" type="radio"/> | Weigh and/or measure animal. |
| <input checked="" type="radio"/> | Observe animal for abnormalities. |
| <input checked="" type="radio"/> | Evaluate vital signs. |
| <input type="radio"/> | Collect and prepare a fecal sample. |
| <input checked="" type="radio"/> | Record completion of daily animal care duties. |
| <input checked="" type="radio"/> | Administer medications and basic first aid. |
| <input checked="" type="radio"/> | Explain water needs and maintenance of small animals. |
| <input checked="" type="radio"/> | Explain how to clean, sanitize, disinfect, and store laundry. |
| <input checked="" type="radio"/> | Clean and disinfect sink/tub. |
| <input checked="" type="radio"/> | Clean and disinfect small animal quarters. |
| <input checked="" type="radio"/> | Clean, sanitize, and disinfect animal treatment area. |

| | |
|---|--|
| + | Clean floors. |
| + | Change trash liner. |
| + | Describe the various types of disposal methods within a facility. |
| + | Dispose of hazardous materials. |
| + | Provide appropriate types of bedding. |
| + | Explain the concept of first aid and its importance to the veterinary field. |
| + | Describe the components of a pet first-aid kit and the uses of each. |
| + | Identify common situations and conditions requiring first aid. |
| + | Describe how to prioritize common emergencies. |
| + | Identify local resources for animal care. |
| + | Develop a plan for a quarantined animal. |
| + | Maintain supplies. |
| + | Maintain equipment. |
| + | Handle electronic communications. |
| + | Schedule an appointment. |
| + | Check client in and out. |
| + | Develop legal forms for the training and grooming business. |
| + | Maintain animal and owner identification. |
| + | Maintain clients' records and other files. |
| + | Explain procedures for handling monetary transactions in the veterinary business (e.g., veterinary, grooming, boarding). |

Legend: + Essential ○ Non-essential ⊖ Omitted

Note: Competencies 39-43 have been added to ensure compliance with federal legislation: National FFA Organization's Federal Charter Amendments Act (Public Law 116-7, <https://www.congress.gov/116/plaws/publ7/PLAW-116publ7.pdf>). All inquiries may be sent to cte@doe.virginia.gov. Students are provided opportunities for leadership, personal growth, and career success. Instruction is delivered through three major components: classroom and laboratory instruction, supervised agricultural experience (SAE) program, and student leadership (FFA).

Curriculum Framework

Task Number 39

Identify the role of supervised agricultural experiences (SAEs) in agricultural education.

Definition

Identification should include

- defining an SAE program as *an opportunity for students to consider multiple careers and occupations in the agriculture, food, and natural resources (AFNR) industries, learn expected workplace behavior, develop specific skills within an industry, and apply academic and occupational skills in the workplace or a simulated workplace environment*
- researching the Foundational SAE
 - career exploration and planning
 - personal financial planning and management
 - workplace safety
 - employability skills for college and career readiness
 - agricultural literacy
- researching the Immersion SAE
 - entrepreneurship/ownership
 - placement/internships
 - research (experimental, analytical, invention)
 - school business enterprises
 - service learning
- developing a plan to participate in an SAE, based on personal and career goals
- researching available awards and degrees, based on SAE participation.

Teacher resource: [SAE Resources](#), National Council for Agricultural Education

Process/Skill Questions

- What are examples of SAEs related to this course and in the AFNR industries?
- Where can a copy of the Virginia SAE Record Book be found?
- What is an Immersion SAE?
- How does a placement/internship SAE differ from an ownership/entrepreneurship SAE?
- How does an SAE provide relevant work experience and contribute to the development of critical thinking skills?
- How is the SAE an extended individualized instructional component of a student's Career Plan of Study?

- How can an SAE be used to provide evidence of student growth and participation in authentic, work-related tasks?
- What are the four types of SAEs?
- What are the advantages of participating in work-based learning experiences and projects?
- How does one choose an appropriate SAE in which to participate?

Task Number 40

Participate in an SAE.

Definition

Participation should include

- developing, completing, or continuing a plan to participate in an SAE as a work-based learning experience, based on personal and career goals
- documenting experience, connections, positions held, and competencies attained, using the *Virginia SAE Record Book*
- researching available awards and degrees, based on SAE participation.

Teacher resources:

[FFA SAE](#)

[The Agricultural Experience Tracker](#)

Process/Skill Questions

- What are the advantages of participating in work-based learning experiences and projects?
- How do SAEs help prepare students for the workforce?
- What are some examples of SAEs in AFNR?

Exploring Leadership Opportunities through FFA

Task Number 41

Identify the benefits and responsibilities of FFA membership.

Definition

Identification should include

- benefits

- listing opportunities to participate in community improvement projects and career development events (CDEs) and leadership development events (LDEs)
- exploring leadership development opportunities
- responsibilities
 - researching the responsibilities of FFA officers, committees, and members
 - locating resources that guide participation in FFA activities
 - explaining the FFA Creed, Motto, Salute, and mission statement
 - explaining the meaning of the FFA emblem, colors, and symbols
 - explaining significant events and the history of the organization.

Process/Skill Questions

- How does one become an FFA member?
- What is the FFA's mission and how does it accomplish its mission?
- What are the benefits and responsibilities of FFA membership?
- What five FFA activities are available through the local chapter?
- What are some significant events in FFA history? How have these events shaped membership over time?
- What is the FFA program of activities (POA), and how is it used?

Task Number 42

Describe leadership characteristics and opportunities as they relate to agriculture and FFA.

Definition

Description should include

- examples of successful leaders
- types of leadership
 - autocratic
 - participative
 - laissez-faire
 - servant
 - followership
- positive leadership qualities and traits of successful leaders
- opportunities for participating in leadership activities in FFA
- demonstrating methods for conducting an effective meeting.

Process/Skill Questions

- Who are some successful leaders in the agriculture industry?
- What qualities make a successful leader?
- What are leadership traits?
- What is the difference between positive and negative leadership?

Task Number 43

Apply for an FFA degree and/or an agricultural proficiency award.

Definition

Application should include

- identifying types of FFA degrees
 - Greenhand
 - Chapter
 - State
 - American
- identifying proficiency award areas
 - entrepreneurship
 - placement
 - combined
 - agriscience research
- exploring CDEs and LDEs related to this course
- identifying all SAE criteria to be eligible for the award
- identifying the type of award
- applying for an FFA award.

Teacher resource: [FFA Agricultural Proficiency Awards](#)

Process/Skill Questions

- Where are the awards and their application criteria located?
- What are the benefits of winning an FFA award?
- What are the benefits and requirements of an FFA degree?
- What FFA awards are available?
- How does the FFA degree program reward FFA members in all phases of leadership, skills, and occupational development?
- What is the highest degree that can be conferred upon an FFA member at the national level?
- What are the requirements for a Greenhand FFA degree?

Practicing Leadership Skills

Task Number 44

Use parliamentary procedure.

Definition

Use of parliamentary procedure should include

- defining terms related to parliamentary procedure
- explaining the importance of using parliamentary procedure
- exploring the opportunities for use of parliamentary procedure in a meeting
- adhering to *Robert's Rules of Order* to conduct business in a meeting
- examining the various motions and their significance
- identifying the duties of the chair in a meeting.

Process/Skill Questions

- When is parliamentary procedure used within the community?
- Why are the rules of parliamentary procedure followed?
- What could be some consequences of not using parliamentary procedure?
- What are the duties of the chairman of a meeting?
- What are the different types of motions?

Task Number 45

Deliver a speech or presentation.

Definition

Delivery should include

- explaining the steps involved in speech preparation
- explaining the rules for the National FFA Organization public speaking Career Development Events (CDE)
- exploring the impact of facial expressions and body language
- identifying and expanding a topic of interest
- being factual and using reliable sources
- rehearsing the presentation
- adhering to time requirements
- incorporating visual aids and a variety of media, as allowed
- following guidelines for an FFA Leadership CDE, if preparing for a contest.

Process/Skill Questions

- What are the steps in preparing and delivering a speech?
- What opportunities exist for public speaking in FFA?
- What future opportunities exist for public speaking?
- Why is it important to be able to give oral presentations?
- Why is creating an outline an important step when preparing a speech or a demonstration?

Task Number 46

Participate in a committee meeting.

Definition

Participation may include

- conducting the meeting, if committee chairman
- defining participants' roles
- discussing business
- passing motions
- reporting to the presiding authority.

Process/Skill Questions

- Why is an agenda a crucial part of a meeting?
- Why is it important to have a committee structure?

Task Number 47

Participate in an FFA community service project.

Definition

Participation should include performing beneficial work for the community in conjunction with the FFA Program of Activities (POA).

Process/Skill Questions

- What are the benefits of community service to the student? To the community?
- What are some community service projects you could participate in or lead?
- What is the relationship between leadership and community service?

Exploring the Small Animal Care Industry

Task Number 48

Describe career opportunities in the companion animal grooming and training industry.

Definition

Description should include information about careers and positions available in a variety of settings found using Internet resources including the Virginia Department of Education's [Career Planning Guide](#). Description should also include identifying professional organizations and postsecondary schools for further training.

Process/Skill Questions

- What types of companion animal grooming and training jobs are available nationwide?
- How does Virginia compare with other states in the availability of companion animal grooming and training job opportunities?
- What companion animal grooming and training jobs exist in your locality? Elsewhere in Virginia?
- What types of career opportunities are available in the companion animal grooming and training industry?
- What standards should be used to evaluate the quality of training programs?

Task Number 49

Describe the nature of the work and the salaries in the companion animal grooming and training industry.

Definition

Description should include an explanation of the duties associated with several different occupations, including the skills and education required and the salaries/wages paid for each occupation.

Process/Skill Questions

- What resources are available to research occupations in the companion animal grooming and training industry?
- How do the salaries/wages for companion animal grooming and training occupations in Virginia compare with the national average?
- What is the importance of English, mathematics, and science courses in preparing for a companion animal grooming and training career?

Task Number 50

Identify safety issues related to working in the companion animal grooming and training industry.

Definition

Identification should include major precautions and procedures for safeguarding the health and safety of animals and workers.

Process/Skill Questions

- What types of diseases or other health-related problems can companion animals transmit to humans? How are they transmitted?
- How can companion animal grooming and training workers protect themselves from animal-transmitted diseases?

- How can companion animal grooming and training workers protect animals from diseases transmitted from other animals?
- How can companion animal grooming and training workers protect themselves from animal-caused injuries?
- How can companion animal grooming and training workers protect animals from injuries?

Handling Animals

Task Number 51

Lift and carry animals.

Definition

Demonstration should include explaining and applying the principles and methods involved in lifting and carrying different animals, based on species, breed, and size, in accordance with industry guidelines.

Process/Skill Questions

- In what types of situations might a small animal professional need to lift and carry a large dog?
- How does a small animal professional determine whether a second person is needed to help with the lifting and transporting of a large dog?
- How does a small animal professional determine whether a muzzle or head snare is appropriate when lifting and carrying a large dog?
- Why is it important to secure the front legs while carrying a cat?
- How can the handler tell that his or her hand is positioned properly on the scruff?
- What are the dangers associated with carrying a cat?
- Why is it advised to carry a cat in a carrier when transporting the cat out of the home?
- How can a dog be injured if it is carried incorrectly?
- Why is it important to maintain control of the dog's head when lifting the animal?
- How might lifting a puppy be different from lifting an adult dog?
- What considerations should a handler take when lifting a geriatric dog?
- What defense mechanisms employed by various species of reptile could cause injury to the handler?
- Why should turtles not be turned over from side to side (versus end over end) during restraint/handling?
- Why should more than one handler carry large snakes?
- What are commonly used techniques for carrying various species of birds?
- What defense mechanisms employed by the various avian species could cause injury to the handler?

Task Number 52

Identify equipment used in handling animals.

Definition

Identification should include standard restraint equipment, including

- muzzles
- leashes
- collars
- towels and blankets
- cat bags.

Process/Skill Questions

- What equipment can be used to help get a dog in a standing position?
 - What equipment is used to catch a loose animal?
 - What are methods for low-stress handling?
-

Task Number 53

Restrain animals for grooming.

Definition

Demonstration should include explaining and applying the principles and methods involved in restraining different animals, based on species, breed, size, and temperament, in accordance with industry guidelines.

Process/Skill Questions

- How should a handler hold a cat so that blood can be obtained from the jugular vein?
- How is restraining a cat for an injection different from restraining a dog?
- Why do leather gloves often make it more difficult to restrain a small mammal?
- What is a rodent restraint tunnel?
- What is the “burrito” method of restraint? What are its advantages and disadvantages?
- Why is understanding the proper use of restraint equipment important in protecting the safety of the handler and the animal?
- How do restraint techniques differ depending on avian species? How do restraint techniques differ depending on which vessel will be used for blood collection?
- Why should the handler take care not to apply pressure to the sternum of the bird?
- What cautions should a handler take when restraining a turtle or tortoise for venipuncture/injection? Why?
- What cautions should a handler take when restraining a snake for venipuncture/injection? Why?
- Why is it especially important to wash one’s hands prior to handling snakes?
- How would you restrain a difficult dog on the grooming table?
- What best practices exist for restraining cats?

Exploring Aspects of Companion Animal Training and Ownership

Task Number 54

Describe the importance of socialization and early training for companion animals.

Definition

Description should include

- a definition of *socialization*
- the developmental periods (neonatal, transitional, socialization)
- the importance of early handling by and socialization with humans
- the impact of inadequate socialization on an animal's suitability as a pet.

Process/Skill Questions

- How are housebreaking, paper training, and litter box training similar and different?
- Why is an animal that did not receive socialization and training more likely to be given up at a shelter than one that was socialized and trained?
- Why do guide dogs and service dogs need intense socialization?
- What is the process for socializing an animal? What are the principles underlying the process?

Task Number 55

Identify factors to consider in training companion animals.

Definition

Identification should include

- the physical size of the animal
- the usual behavior of the animal
- the goals of the owner
- the resources of the owner
- the availability of training classes in the area
- the degree of comfort the owner has with the training method.

Process/Skill Questions

- What are alternatives to negative reinforcement or punishment training? Why are these preferable?
- Why is using an electric collar effective for some trainers?
- What is a common goal of most dog owners attending classes?

Task Number 56

Describe the functions of equipment used for basic obedience training.

Definition

Description should include

- a list of common training equipment (e.g., leashes, training clickers, head harness, specialized collars)
- how each piece of equipment works and is used
- the advantages and disadvantages of each piece of equipment.

Process/Skill Questions

- How is a clicker used to shape a behavior?
 - How can each of the following pieces of equipment be abused: leads, head halters, choke chains, saddles, bridles, martingales, lunge lines, clickers, electric collars, and scat mats?
 - What is the difference between punishment and negative reinforcement? Why is this difference significant in training?
 - What are the steps for proper application and use of a choke collar? A pinch collar?
-

Task Number 57

Describe various training methods.

Definition

Description should include

- marker training
- positive/negative reinforcement
- lure and reward training
- shaping
- clicker training.

Process/Skill Questions

- What are the advantages and disadvantages of using positive reinforcement? Negative reinforcement?
 - How can you avoid inadvertently rewarding bad behavior?
 - Why is the timing of reward crucial in training?
 - What is the importance of limiting the length of training sessions?
-

Task Number 58

Demonstrate various training techniques with a companion animal.

Definition

Demonstration could include use of

- positive reinforcement
- clicker training
- lure and reward training
- marker training.

Process/Skill Questions

- What is the importance of ending a training session on a positive note?
 - How do you determine what qualifies as a “positive note”?
 - How can the animal’s feedback shape your training?
-

Task Number 59

Identify various specialty training methods.

Definition

Identification should include

- agility
- sports
- service and therapy dogs
- search and rescue
- detection dogs.

Process/Skill Questions

- What is the difference between a service dog and a therapy dog?
 - What are some examples of training methods for detection dogs?
 - How do an animal’s breed and temperament determine success in the field for which they’re being trained?
-

Task Number 60

Interpret companion animal behavior.

Definition

Interpretation should include the meanings of

- various body postures, including movement/position of head, eyes, ears, tail
- common vocalization patterns (e.g., barking, growling, hissing, howling, purring)
- behavioral changes, which may be due to the environment or an underlying medical condition.

Process/Skill Questions

- What can be learned by observing an animal's tail?
 - How can one determine whether a behavioral change is due to an underlying medical condition or to something in the animal's environment?
 - A dog that is showing his teeth is not necessarily snarling. What does the submissive grin signal?
 - How does a dog demonstrate aggression? How should one respond to an aggressive dog?
 - How does a cat demonstrate aggression? How should one handle an aggressive cat?
-

Task Number 61

Explain owner responsibilities for basic veterinary care and general health maintenance.

Definition

Explanation should include responsibilities such as

- providing proper environment, diet, exercise, and grooming
- providing recommended health maintenance measures (e.g., required vaccinations, spay or neuter surgery, dental cleaning, deworming, external parasite prevention/treatment, routine blood work for geriatric animals)
- providing veterinary attention to animals showing signs of injury or illness.

Process/Skill Questions

- How can regularly grooming a pet help keep the animal healthy?
- How can keeping an animal's environment clean help keep the animal healthy?
- What are some signs and symptoms of diseases?
- How can one determine at what point to seek veterinary assistance?
- What is preventative medicine? Why is it important?

Task Number 62

Explain ethical and legal issues affecting animal ownership.

Definition

Explanation should include

- controversial procedures, such as tail docking, ear cropping, declawing, and debarking
- evaluation of various sources for obtaining animals (e.g., humane societies, pet shops, backyard breeders, rescue groups)
- issues involved in overpopulation, including feral colony management
- vaccination requirements, local licensing, and leash laws.

Process/Skill Questions

- What is the difference between legal and ethical?
- Why are ear cropping and tail docking often considered “cosmetic” surgeries? Why do pet owners choose to have these surgeries performed? How can veterinary health professionals make society aware of alternatives to these surgeries?
- Why is the source for acquiring an animal an ethical issue?
- Why are vaccination requirements, local licensing, and leash laws so important as to become parts of public policy?
- What professional standards are appropriate for those in the animal health care industry?

Task Number 63

Describe criteria for earning canine good citizen certification and therapy dog certification.

Definition

Description should include

- the organizations that award the certifications
- the meanings of the certifications
- the training requirements for good citizen certification
- the training requirements for therapy dogs and/or guide dogs
- the importance of such certifications.

Process/Skill Questions

- Why is a good citizen certification important to a dog owner?
- Are all breeds of dogs good candidates for becoming guide dogs? Why, or why not?
- What are the uses of dogs in human therapy?
- Can all breeds of dogs become good therapy dogs? What characteristics make for good therapy dogs?

Task Number 64

Exercise an animal.

Definition

Exercising an animal should include

- explaining the impact of exercise on the mental and physical health of the animal
- identifying intervals during the day that a dog and a cat need to be exercised
- identifying the various methods for providing exercise
- performing the various exercise methods.

Process/Skill Questions

- What does it mean to exercise a dog?
 - What methods and equipment are used to exercise a cat?
 - How can substrate preference affect whether the animal urinates or defecates?
 - Why is it important to “scoop the poop”?
 - What observations about the dog's urine, feces, or behavior can the exerciser make while exercising the animal?
-
-

Performing Grooming Functions

Task Number 65

Identify grooming tools and equipment.

Definition

Identification should include

- types of brushes and combs
- nail care tools
- shears
- clippers and blades
- guard combs
- tables
- grooming restraint equipment
- dryers (forced air, cage dryer attachments)

- specialty tools and accessories.

Process/Skill Questions

- Why is it important to use the proper tool based on the animal's coat type?
 - What are the dangers of using cage dryers?
-

Task Number 66

Identify personal protective equipment (PPE) for grooming.

Definition

Identification should include

- smocks
- aprons
- safety glasses
- face masks
- non-slip shoes
- gloves.

Process/Skill Questions

- Why is it important to use PPE to prevent illness or injury?
 - When is it appropriate to use safety glasses and face masks?
-

Task Number 67

Develop a grooming itinerary.

Definition

Development should include

- steps for grooming based on breed and coat type
- consideration of time management
- importance of sequential order of tasks.

Process/Skill Questions

- Why is it important to schedule appointments according to breed and coat type?
- Why is it important to give a rough cut to a matted dog prior to bathing?

- Why is important to brush a dog prior to bathing?

Task Number 68

Use grooming tools and equipment.

Definition

Demonstration should include

- using tools and equipment in accordance with manufacturers' guidelines
- using groomer PPE
- following all safety precautions to avoid injury to animal and handler and maintain a safe work environment
- cleaning, sanitizing, disinfecting, and sterilizing tools after use according to manufacturers' instructions and industry standards/guidelines.

Process/Skill Questions

- What is the difference between cleaning, sanitizing, disinfecting and sterilizing?
- How might improper sanitizing lead to the spread of diseases or parasites?
- What grooming tools can produce cuts on the animal?
- How can cuts be avoided?
- How can using the wrong brush lead to brush burn?

Task Number 69

Check and treat for fleas.

Definition

Checking and treating for fleas should include

- describing the relationship between animal health and flea control (e.g., tapeworms, flea allergic dermatitis)
- comparing flea-control products and describing how they work in breaking the life cycle of fleas
- explaining safety issues regarding flea-control products
- going over entire body of animal with a flea comb
- spraying any live fleas found or giving animal a flea bath, as necessary
- describing the importance of pet owner education regarding flea control
- identifying shampoos that are compatible with current flea and tick treatments and medications.

Process/Skill Questions

- Why are fleas dangerous to animals? To humans?
- Why is it so important for pet owners to be educated about flea control?
- How have flea control products evolved over the past 50 years?

- How do flea control products work?
- What issues could arise from bathing an animal already on a flea control preventive with a flea and tick shampoo?

Task Number 70

Explain tick removal and prevention.

Definition

Explanation should include

- tick-prevention methods
- the importance of wearing gloves to avoid touching ticks
- standard steps in the tick-removal process
- standard procedures for tick disposal.

Process/Skill Questions

- Why is it important to wear gloves when removing a tick?
- What is Lyme disease? Why is it dangerous? What precautions can be taken to avoid contracting it?
- What should be done if the head of the tick remains in the skin when the rest of the tick is removed?

Task Number 71

Prepare shampoos and creme rinses.

Definition

Preparing shampoos and creme rinses should include

- selecting shampoo appropriate to the animal's skin type
- diluting shampoo, if needed, according to manufacturer's directions
- preparing creme rinse according to manufacturer's directions
- returning all equipment to its proper place when the task is done.

Process/Skill Questions

- Why is it important to dilute shampoo according to label directions?
- Why is it important that the diluted shampoo be properly labeled?
- What is the procedure for mixing a shampoo that has a label reading "1:10 dilution"?

Task Number 72

Bathe an animal.

Definition

Bathing should include

- exploring safety precautions for bathing an animal
- identifying necessary supplies and equipment
- selecting a shampoo appropriate to the skin type of the animal
- preparing the bath area
- sudsing and rinsing the animal
- removing hair from the drain
- cleaning and disinfecting the workstation when complete.

Process/Skill Questions

- What precautions should be taken when bathing a dog and cat? Why?
 - What factors should be considered when selecting a shampoo for a dog and cat?
 - What are the possible consequences of insufficiently rinsing the shampoo from the coat?
 - How is water temperature important when giving a bath? What temperature(s) is considered best?
-

Task Number 73

Dry an animal.

Definition

Drying should include

- explaining why fluff drying is more appropriate for certain breeds/coat types
- describing brushing techniques for achieving fluffiness and preventing mats
- demonstrating brushing techniques for fluff drying
- explaining situations when fluff drying is not appropriate
- explaining situations when air drying or cage drying is best
- applying special safety considerations when dealing with brachycephalic and geriatric animals.

Process/Skill Questions

- What are the similarities and differences between fluff drying a dog and a cat?
 - Is fluff drying appropriate for all dogs and cats? Why, or why not?
 - Why is proper fluff drying important?
 - What are other drying techniques besides fluff drying? In what situations are these other techniques preferable?
 - Why must animals being cage-dried be constantly monitored?
 - What are the dangers associated with using an electric dryer?
 - What breeds are best suited to air drying?
-

Task Number 74

Trim nails.

Definition

Trimming nails should include

- using the appropriate style and size nail clippers
- identifying the quick to avoid hitting it
- applying a coagulant to stop bleeding if quick is cut
- filing nails that have sharp edges (use of Dremel tool)
- informing supervisor and owner if quick is cut.

Process/Skill Questions

- Why do animals have nails?
 - What are the signs that an animal's nails should be trimmed?
 - What precautions must be taken when trimming an animal's nails? Why?
 - What is the quick of the nail? Why must it be protected?
 - If the animal has darkly pigmented nails, how can one avoid hitting the quick while trimming?
 - What are some of the dangers of having long nails on a pet?
 - What are the arguments for and against declawing a pet?
 - When would it be beneficial to use a Dremel tool over traditional nail trimmers?
-

Task Number 75

Brush and/or demat coat.

Definition

Brushing and/or dematting coat should include

- comparing types of brushes, mat combs, and mat rakes
- explaining the relation between coat type and equipment used
- listing products used to aid dematting (e.g., detangler)
- describing differences in skin types of animals
- describing the precautions needed when dematting animals
- explaining the importance of dematting prior to bathing
- brushing out coat according to accepted guidelines
- examining skin for signs of parasites and other disorders.

Process/Skill Questions

- Why is it important to brush and demat a pet animal?

- What equipment is needed to brush and demat an animal's coat?
 - Why should a pet's coat be brushed and dematted prior to bathing?
 - What type of brush should be used on a Dalmatian? Why?
 - Why should scissors be avoided when cutting out a mat? What should be used instead? Why?
 - What is meant by line brushing?
 - What is a common mistake most pet owners make when brushing their pet? Why is it a mistake?
-

Task Number 76

Clean ears.

Definition

Cleaning ears should include

- listing signs and symptoms of ear mites and ear infections
- using appropriate ear cleaning solution and materials
- wiping the outer ear clean of cerumen and exudates
- making note of whether there is any unusual or excessive odor
- identifying breeds that routinely need ear plucking.

Process/Skill Questions

- What are the symptoms of common conditions and ailments that can affect an animal's ears?
 - How are these ailments treated?
 - What precautions should be taken when cleaning and plucking an animal's ears? Why?
 - Why is it dangerous to probe deep in the animal's ear with a cotton swab?
 - What are the signs and symptoms of an ear infection? How is an ear infection treated?
 - What are the possible results of not treating an ear infection?
 - What are ear mites? Why must they be treated?
 - Why do the ears of some breeds need to be plucked?
 - What is the function of ear powder?
-

Task Number 77

Clip coat with electric clippers.

Definition

Clipping should include

- using clippers only in the direction of the lay of the hair, unless otherwise directed
- using cooling blade lubricant to keep blades from overheating

- selecting blades to fit hair length and coat condition
- removing mats with clippers if they cannot be combed out
- performing sanitary clips, as necessary
- cleaning, sanitizing, and/or disinfecting clippers and blades
- storing clippers and blades after use
- informing supervisor and/or client if animal injury occurs.

Process/Skill Questions

- What areas are shaved in a sanitary clip?
 - What is the reason for performing sanitary clips?
 - What can be done for an animal that has developed razor burn?
-

Task Number 78

Trim coat with grooming shears.

Definition

Trimming should include

- selecting appropriate shears for coat type
- using appropriate technique for safe shearing
- informing supervisor and/or client if animal injury occurs.

Process/Skill Questions

- How do you decide which shears to use on an animal?
 - What areas of an animal's body should be avoided when using shears?
-

Task Number 79

Perform final comb-out.

Definition

Performing final comb-out should include combing animal according to accepted guidelines and evaluating the grooming process for completeness.

Process/Skill Questions

- Why is it important to have a second party inspect animal before it is discharged?
- What is the purpose of coat conditioner?

- What are safety precautions for using aerosol sprays around animals?
 - Why might a groomer choose to add a bow to the collar or a bandana to the neck of the pet being discharged?
-

Task Number 80

Perform finishing touches.

Definition

Performance should include

- applying dog cologne
- applying bows and bandanas
- special customer requests (e.g., nail polish, nail caps, coat color).

Process/Skill Questions

- Why is it important to ask about owner or pet allergies before applying cologne?
 - How can finishing touches enhance the grooming experience?
-

Task Number 81

Perform oral hygiene practices.

Definition

Performance should include

- visual observation
- brushing outer surfaces of teeth
- options for preventive maintenance (e.g., toys, food choices, oral rinses)
- identifying issues requiring veterinary intervention.

Process/Skill Questions

- Why is dental health important to overall animal health?
 - What are the signs of poor oral health in an animal?
 - What other body systems can poor oral health affect?
-
-

Performing Technical Functions

Task Number 82

Weigh and/or measure animal.

Definition

Weighing and/or measuring animals should include

- explaining reasons and techniques for weighing and measuring animals
- identifying the type of measurement system (e.g., metric, avoirdupois), scales, and tools needed
- transporting the animal to the scale, using techniques appropriate for the animal
- measuring animal's height and length as needed, using the selected measuring tool
- recording the collected data
- cleaning, sanitizing, and disinfecting scales.

Process/Skill Questions

- When would one use a tabletop scale as opposed to a floor scale to weigh an animal?
- How can one determine the weight of a difficult cat that cannot be removed from its carrier?
- In what situations is it important to measure the height/length of an animal?
- In what situations are at least two people needed to measure the height/length of an animal?
- In what situations is assistive technology (beyond the measuring device) necessary to measure an animal?

Task Number 83

Observe animal for abnormalities.

Definition

Observation of animal for abnormalities should include

- describing behavior and physical state of a normal, healthy animal
- looking for and describing any abnormal behavior, physical state, food/water intake, and feces/urine
- explaining factors that could affect food/water intake, as well as cause abnormal feces/urine.

Process/Skill Questions

- What possible abnormalities could be present with an animal that is urinating more frequently and/or is straining to urinate?
- What is lethargy? What medical problems might it indicate?

- What are some possible causes for increased appetite and/or water intake?

Task Number 84

Evaluate vital signs.

Definition

Evaluation should include

- identifying the vital signs that should be measured (i.e., temperature, pulse, respiration)
- explaining the significance of each vital sign
- selecting the appropriate devices for measuring
- following standard procedures for obtaining the vital signs
- recording measurements
- assessing vital signs for abnormalities.

Process/Skill Questions

- Where is the best place to take the pulse of a dog? Of a cat?
- What is a normal heart rate of a small dog? Of a large dog? Of an adult cat?
- Why is it important to check for vital signs prior to administering vaccines?
- What should be the small animal care worker's response to abnormal vital signs?

Task Number 85

Collect and prepare a fecal sample.

Definition

Collecting and storing a fecal sample should include

- obtaining the fecal sample
- placing sample in a sealed and labeled container
- refrigerating sample, if there is to be a delay before parasite analysis will occur
- assessing and reporting abnormal appearance (gross exam)
- adhering to standard safety and aseptic procedures.

Process/Skill Questions

- Why should a fecal sample be refrigerated or placed in an appropriate solution if it is not going to be analyzed at once?
- What is a fecal loop? Why is it preferred to obtain a fecal sample with a fecal loop rather than collecting it from the ground? What are some disadvantages of using a fecal loop?
- What are potential health risks for humans handling fecal samples of animals? How can these risks be minimized?

Task Number 86

Record completion of daily animal care duties.

Definition

Recording completion of daily animal care duties should include

- explaining the importance of documenting daily animal care duties
- recording and initialing each duty performed in daily care of animals, in accordance with teacher's guidelines.

Process/Skill Questions

- Why do animal caretakers and medical professionals keep records of animal care?
- Why is it important for the caretaker to put his or her name or initials on the records?

Task Number 87

Administer medications and basic first aid.

Definition

Administration of medications and basic first aid should be in accordance with health professional standards and teacher's guidelines.

Process/Skill Questions

- What can be done to encourage a dog or cat that is holding a pill in its mouth to swallow the pill?
- What problems could arise from trying to hide a medication in food?
- How is it possible to get a thick topical medication out of a jar without contaminating the contents of the jar?
- What problems arise when applying topical medications to an area the animal can reach by grooming itself? What could be done to prevent these problems?
- What is triage?
- Prior to administering first aid, what should be the first thing the caregiver does when assessing an animal's condition?
- How does one differentiate between arterial and venous bleeding?
- Why could an injury in a very young animal be a higher priority than the same injury in an adult animal?
- What are the "ABCs" (airway, breathing, circulation) of initial care? What could happen if the caregiver stopped to perform first aid on a fractured limb before checking the ABCs on the patient?
- What could swollen or cold toes on a bandaged limb indicate?
- Why is washing or irrigating a wound to remove debris important? What should not be used to wash or irrigate an open wound?
- What is the purpose of the primary layer of a bandage? Secondary layer? Tertiary layer?

Task Number 88

Explain water needs and maintenance of small animals.

Definition

Explanation should include amounts, necessary equipment, safety precautions, and sources related to water maintenance for a variety of animals.

Process/Skill Questions

- How long can animals live without water? Why is water so important to animals?
- What safety precautions for the animal are involved in water maintenance? What are safety precautions for the human caretaker?
- What are the symptoms of dehydration in an animal? What should be done if an animal shows signs of dehydration?

Performing Maintenance Functions

Task Number 89

Explain how to clean, sanitize, disinfect, and store laundry.

Definition

Explanation should include

- identifying required supplies and equipment
- demonstrating standard procedures for washing/disinfecting towels, smocks, and other items in the washer
- drying items in the dryer in accordance with recommended procedures
- sorting and folding items
- storing items in proper locations for reuse.

Process/Skill Questions

- What safety procedures should a small animal care worker follow when handling soiled laundry? Why?
- Why is it important not to overload the washer? A dryer?
- Why is it important to empty the lint catcher in the dryer on a regular basis?
- What is the purpose of dryer sheets?
- What methods for disinfecting washable animal-care items can be employed?
- How can clean laundry be folded and stored in such a way that it is protected from contaminants?

Task Number 90

Clean and disinfect sink/tub.

Definition

Cleaning and disinfecting should include

- wearing appropriate PPE
- selecting appropriate cleaning and disinfecting products and equipment
- following standard procedures for cleaning and disinfecting, including rinsing well and keeping drains clear.

Process/Skill Questions

- Why is it important to clean and disinfect a tub after each use?
- Why is it important to keep the drain strainers in place while cleaning the tub?

Task Number 91

Clean and disinfect small animal quarters.

Definition

Cleaning and disinfecting should include

- wearing appropriate PPE
- selecting appropriate cleaning and disinfecting products and equipment
- following standard procedures for cleaning and disinfecting
- ensuring the cleaning of all five surfaces (top, bottom, front, sides, and back) of cages/kennels and equipment.

Process/Skill Questions

- How often should small animal cages be cleaned?
- Why is it important to clean and disinfect a cage or kennel after each use?
- Why do we not put animals in cages or kennels that have not been cleaned since they were last used?
- Why should items in the cage be cleaned in addition to the cage itself?
- What is the benefit of placing newspaper at the bottom of the kennel?
- Why is cedar bedding not recommended for rabbits and rodents?

Task Number 92

Clean, sanitize, and disinfect animal treatment area.

Definition

Demonstration should include

- wearing gloves
- choosing appropriate products and equipment
- following the standard procedures for cleaning, sanitizing, and disinfecting animal treatment areas.

Process/Skill Questions

- Why should an examination table be sanitized between each use?
- What are some possible problems that a facility may face if sanitation is ignored?
- Why is it important to be mindful of fumes for human and animal health?

Task Number 93

Clean floors.

Definition

Demonstration should include

- wearing appropriate PPE
- selecting the appropriate cleaning products and equipment
- following standard procedures including vacuuming, spot sweeping, spot mopping, and disinfecting.

Process/Skill Questions

- Why is it important to spot sweep and/or vacuum prior to mopping the floor?
- Why is it important to clean the mop head after use?
- What is the importance of changing the mop water frequently?

Task Number 94

Change trash liner.

Definition

Changing trash liner should include following standard procedures for replacing and disposing of the liner.

Process/Skill Questions

- Why should a trash liner always be used?
- What are some potential problems associated with overfilling a trash can?

Task Number 95

Describe the various types of disposal methods within a facility.

Definition

Description should include standard Occupational Safety and Health Administration (OSHA) disposal procedures for biomedical waste, sharps, and other hazardous materials.

Process/Skill Questions

- Why is it important to have a labeled sharps container?
- Why should biomedical waste be labeled?

Task Number 96

Dispose of hazardous materials.

Definition

Disposal should include

- identification of hazardous materials and their potential dangers
- wearing appropriate protective clothing
- following OSHA guidelines for disposing of hazardous materials, including empty containers.

Process/Skill Questions

- What is the meaning of the term *SDS*? Why is an SDS important?
- Why should one never reuse a container that once contained a hazardous material?
- What types of hazardous materials are commonly encountered in veterinary work? How is each hazardous to workers?
- What is PPE? What types of PPE are needed when handling hazardous materials in veterinary work?
- Why is proper storage of hazardous materials important? How can it be accomplished?
- Why is proper disposal of hazardous materials important? How can it be accomplished?

Task Number 97

Provide appropriate types of bedding.

Definition

Provision should include

- describing types of bedding available for small animals
- explaining the differences among the various types
- explaining the advantages and disadvantages of appropriate types for various species.

Process/Skill Questions

- What is the appropriate bedding for a guinea pig?
- Is there a benefit to using pine bedding over recycled paper bedding? Why, or why not?

Exploring First Aid on Animals

Task Number 98

Explain the concept of first aid and its importance to the veterinary field.

Definition

Explanation should include

- defining *first aid*
- goals of first aid (e.g., prevent condition from becoming worse, provide pain relief)
- techniques involved in initial care (e.g., attending to ABCs, controlling hemorrhage)
- methods for securing the environment and providing for human safety
- basic measures that can be performed “in the field”
- instructing a client over the phone in basic first aid measures to provide to an animal.

Process/Skill Questions

- What are some situations a veterinary assistant might encounter that would require first aid?
- What steps could a veterinary assistant take to help assess a patient’s condition when speaking with a client over the telephone?
- What measures should be taken to ensure the safety of a person performing first aid?

Task Number 99

Describe the components of a pet first-aid kit and the uses of each.

Definition

Description should include

- sources pertaining to the assembly of a basic pet first-aid kit
- the items that should be included in the first-aid kit (e.g., gauze pads, scissors, ice packs, thermometer), including supplies to prepare for a disaster and the procedure for using each item.

Process/Skill Questions

- What basic first-aid equipment should be included in a first aid kit for animals?
- When would someone administering first aid use an ice pack? Tweezers?
- What first aid items should *not* be used without instructions from a veterinarian?

Task Number 100

Identify common situations and conditions requiring first aid.

Definition

Identification should include

- common situations and conditions that typically require first aid (e.g., wound, breathing difficulty, hyperthermia, bleeding, burn, poisoning, reaction to insect sting, seizure)
- common situations and conditions that typically require immediate veterinary intervention
- methods for determining whether a situation or condition requires first aid or immediate veterinary intervention
- the importance of discussing any abnormality with a veterinarian
- methods for taking an adequate history from a client.

Process/Skill Questions

- What should be the first thing a veterinary assistant does when assessing an animal's condition?
- What signs might be seen in a pet that has been stung by an insect?
- How would an animal with heat exhaustion look?

Task Number 101

Describe how to prioritize common emergencies.

Definition

Description should include

- defining the term *triage*
- identifying common veterinary emergencies (e.g., hit by a car [HBC], anaphylaxis, straining to urinate, bleeding, diarrhea, shock, burn, poisoning, insect sting, choking)
- importance of identifying vital signs and evaluating airway, breathing, and circulation
- importance of "seeing the big picture" when assessing a patient and not focusing exclusively on the most obvious injury or sign
- procedures for assessing a patient's condition based on signs as well as factors such as age, weight, sex, and reproductive status (signalment)
- prioritizing common emergencies and deciding what type of treatment is required.

Process/Skill Questions

- What should be the first thing the veterinary assistant does when assessing an animal's condition?
- How could a veterinary assistant differentiate between arterial and venous bleeding?
- Why could an injury in a very young animal be a higher priority than the same injury in an adult animal?
- What are the ABCs of initial care? What could happen if the veterinary assistant stopped to perform first aid on a fractured limb before checking the ABCs on the patient?

- Why should clients be advised to call any time their animal is doing something out of the ordinary, even if an obvious emergency does not exist?
- Why should any dog hit by a car be taken to a veterinarian even if it appears to be unhurt after the accident?
- What signs would indicate that an animal is experiencing breathing difficulty?

Task Number 102

Identify local resources for animal care.

Definition

Identification should include

- types of veterinary facilities (e.g., clinic, hospital, referral practice, medical center)
- uses of each types, including for emergency treatment
- roles of animal control, wildlife facilities, foster groups, and similar organizations.

Process/Skill Questions

Identification should include

- types of veterinary facilities (e.g., clinic, hospital, referral practice, medical center)
 - uses of each types, including for emergency treatment
 - roles of animal control, wildlife facilities, foster groups, and similar organizations.
-

Task Number 103

Develop a plan for a quarantined animal.

Definition

Plan should include explaining the purposes, equipment, safety measures, and procedures involved in quarantining an animal.

Process/Skill Questions

- What types of situations might require an animal to be quarantined? Why?
- What types of equipment and conditions are necessary to quarantine an animal?
- What types of safety precautions must be taken when quarantining an animal? Why?

Performing Office Functions

Task Number 104

Maintain supplies.

Definition

Maintenance should include

- identifying supplies commonly used in companion animal training and grooming and sources of these supplies
- explaining and applying basic principles involved in inventory management
- ordering supplies in accordance with the needs and procedures of the individual practice, including the concept of standing orders versus as-needed and special orders
- storing supplies to optimize use of available space, conform to environmental considerations, and provide ease of access.

Process/Skill Questions

- What is the importance of keeping an order list?
- What are the advantages and disadvantages of standing orders?
- What problems could arise if inventory sheets are not filled out properly?
- How and why are environmental issues important in stock storage?
- How can safety be an issue in storing and handling supplies and equipment?

Task Number 105

Maintain equipment.

Definition

Maintenance should include

- identifying equipment commonly used in companion animal training and grooming facilities
- identifying sources for purchasing or renting equipment
- describing methods for repairing equipment
- explaining and applying basic techniques involved in safely cleaning, sanitizing, disinfecting, and maintaining equipment, in accordance with manufacturers' instructions
- explaining the importance and use of warranties and other documents connected with equipment.

Process/Skill Questions

- What resources are available to assist the small animal care worker with equipment maintenance and repair procedures?
- What should be considered when placing and storing equipment with regard to space, environmental conditions, and access?

- What basic safety issues are involved in maintaining equipment?

Task Number 106

Handle electronic communications.

Definition

Handling electronic communications should include

- using effective verbal and written communication skills, in accordance with accepted standards
- following professional telephone and email etiquette
- explaining effective customer service
- following professional protocol for social media.

Process/Skill Questions

- Why is it important to immediately identify the facility and oneself when making or receiving a phone call?
- What information should always be recorded when taking a phone message?
- Why is it important not to try to perform other office duties while you are talking with a client on the phone?
- Why is it important to take accurate and clear written messages?
- What is the importance of reminder calls and emails? Follow-up calls and emails?
- Why is it important to acknowledge receipt of emails as soon as possible?
- What is acceptable use of social media by an employee, regarding clients and the business?

Task Number 107

Schedule an appointment.

Definition

Scheduling should include

- obtaining essential client information (e.g., name, phone number, email address, purpose of visit)
- consulting the appointment book or software and recording appointment
- giving client clear and complete scheduling information
- obtaining proof of current vaccination (e.g., rabies, distemper, Bordetella)
- providing any further information related to the appointment
- repeating and confirming the appointment information.

Process/Skill Questions

- Why is it important to record the appointment at the time of making it?
- Why is it important to get the client's phone number and/or email address when making an appointment?

- Why is it important to repeat the appointment information to the client when ending the conversation?

Task Number 108

Check client in and out.

Definition

Check-in and check-out should include

- demonstrating professionalism, good customer-service practices, and client confidentiality, including prioritizing and multitasking, when appropriate
- demonstrating writing and speaking skills
- collecting and recording all appropriate information and materials from client upon check-in (e.g. boarding contract, pet release form, medical treatment form, consent forms)
- obtaining emergency contact information
- providing client with all appropriate information and materials upon check-out.

Process/Skill Questions

- What are some potential problems resulting from employee inaccuracy when checking in a client? When checking out a client?
- What is the importance of a client's first and last impression? How can a small animal care worker ensure the best possible first and last impression?
- How can a small animal care worker personalize a client's visit? What is the importance of this technique?
- How can the need to multitask sometimes create challenges for providing excellent customer service?
- Why are writing and speaking skills important for small animal care staff?
- In what small animal care settings might a client need to sign a release form? Why are release forms important?
- What are some possible effects of not ensuring proper animal-owner identification upon check-in or check-out?

Task Number 109

Develop legal forms for the training and grooming business.

Definition

Development should include forms such as

- boarding contract
- training contract
- grooming release
- media release.

Process/Skill Questions

- Who do these documents protect?
 - Why is it important to individuals and businesses to have legal forms in place?
 - What happens when a business is sued? An individual?
-

Task Number 110

Maintain animal and owner identification.

Definition

Maintenance should include techniques for keeping accurate and organized identification of animals while they are housed in the facility, such as the use of cage cards, temporary collars, a service board, and pet records.

Process/Skill Questions

- Why is it important to remove an animal's collar before putting an animal in a kennel?
 - What type of information should be placed on the service board?
 - What type of information should be written on a cage card?
 - What are some possible consequences of not ensuring proper animal-owner identification?
-

Task Number 111

Maintain clients' records and other files.

Definition

Maintenance should include

- explaining the types, purposes, organizational principles, and legal aspects of files commonly encountered in a small animal care facility
- applying principles of file management according to accepted practices
- listing types of information generally included in a client's records
- setting up and keeping accurate, up-to-date, legible, and correctly spelled animal records, according to facility-specific procedures
- explaining the importance of maintaining confidentiality of all information in a client's records.

Process/Skill Questions

- What are the primary purposes of files in a small animal care facility? Why do files need regular maintenance?
- What are the various filing systems used to organize clients' files? What are the advantages and disadvantages of each organizational approach?
- What are the potential ramifications of misfiling or misplacing a file?

- Why is it believed that "if it isn't in the records, it didn't happen"?
- Why is it important to update a client's records after each visit?
- How are computer files and traditional paper files similar? How are they different? Is one better than the other? Why, or why not?
- What environmental factors should be considered when storing paper files? Why?
- Is any information in clients' records not confidential? Why, or why not?
- What could be possible consequences of not maintaining confidentially of a client's records?
- What writing utensil(s) should be used while filling out office records?
- How should an error in a client's record be corrected?
- How long should a client's records be kept?

Task Number 112

Explain procedures for handling monetary transactions in the veterinary business (e.g., veterinary, grooming, boarding).

Definition

Explanation should include

- a breakdown of price for products and services (e.g. itemized invoice)
- method of markup
- illustration of mathematical work to determine retail price
- procedures for counting back change.

SOL Correlation by Task

| | | |
|----|--|--|
| 39 | Identify the role of supervised agricultural experiences (SAEs) in agricultural education. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |
| 40 | Participate in an SAE. | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 |
| 41 | Identify the benefits and responsibilities of FFA membership. | English: 9.5, 9.6, 9.7, 9.8, 10.5, 10.6, 10.7, 10.8, 11.5, 11.6, 11.7, 11.8, 12.5, 12.6, 12.7, 12.8 |
| 42 | Describe leadership characteristics and opportunities as they relate to agriculture and FFA. | English: 9.5, 10.5, 11.5, 12.5 History and Social Science: VUS.8, VUS.9, VUS.10, VUS.11, WHII.8, WHII.10, WHII.11 |
| 43 | Apply for an FFA degree and/or an agricultural proficiency award. | English: 9.5, 10.5, 11.5, 12.5 |
| 44 | Use parliamentary procedure. | English: 9.3, 9.5, 9.8, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |
| 45 | Deliver a speech or presentation. | English: 9.1, 9.5, 9.8, 10.1, 10.5, 11.1, 11.5, 12.1, 12.5 History and Social Science: GOVT.1, GOVT.6, GOVT.8, GOVT.9, GOVT.16, VUS.1, VUS.13, VUS.14, WHI.1, WHII.1, WHII.14 |
| 46 | Participate in a committee meeting. | English: 9.5, 10.5, 11.5, 12.5 |

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| 47 | Participate in an FFA community service project. | English: 9.5, 10.5, 11.5, 12.5 |
| 48 | Describe career opportunities in the companion animal grooming and training industry. | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8 History and Social Science: VUS.13, VUS.14 |
| 49 | Describe the nature of the work and the salaries in the companion animal grooming and training industry. | English: 9.5, 10.5, 11.5, 12.5 History and Social Science: VUS.13 |
| 50 | Identify safety issues related to working in the companion animal grooming and training industry. | English: 9.5, 10.5, 11.5, 12.5 |
| 51 | Lift and carry animals. | English: 9.5, 10.5, 11.5, 12.5 |
| 52 | Identify equipment used in handling animals. | |
| 53 | Restrain animals for grooming. | English: 9.5, 10.5, 11.5, 12.5 |
| 54 | Describe the importance of socialization and early training for companion animals. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |
| 55 | Identify factors to consider in training companion animals. | |
| 56 | Describe the functions of equipment used for basic obedience training. | |
| 57 | Describe various training methods. | |
| 58 | Demonstrate various training techniques with a companion animal. | |
| 59 | Identify various specialty training methods. | |
| 60 | Interpret companion animal behavior. | |
| 61 | Explain owner responsibilities for basic veterinary care and general health maintenance. | English: 9.5, 10.5, 11.5, 12.5 |
| 62 | Explain ethical and legal issues affecting animal ownership. | English: 9.5, 10.5, 11.5, 12.5 |
| 63 | Describe criteria for earning canine good citizen certification and therapy dog certification. | |
| 64 | Exercise an animal. | |
| 65 | Identify grooming tools and equipment. | |
| 66 | Identify personal protective equipment (PPE) for grooming. | |
| 67 | Develop a grooming itinerary. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 |
| 68 | Use grooming tools and equipment. | English: 9.5, 10.5, 11.5, 12.5 |
| 69 | Check and treat for fleas. | English: 9.5, 10.5, 11.5, 12.5 |
| 70 | Explain tick removal and prevention. | English: 9.5, 10.5, 11.5, 12.5 |
| 71 | Prepare shampoos and creme rinses. | English: 9.5, 10.5, 11.5, 12.5 |
| 72 | Bathe an animal. | |
| 73 | Dry an animal. | |
| 74 | Trim nails. | |
| 75 | Brush and/or demat coat. | |
| 76 | Clean ears. | |
| 77 | Clip coat with electric clippers. | |
| 78 | Trim coat with grooming shears. | |
| 79 | Perform final comb-out. | |
| 80 | Perform finishing touches. | |
| 81 | Perform oral hygiene practices. | |

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| 82 | Weigh and/or measure animal. | English: 9.5, 10.5, 11.5, 12.5 |
| 83 | Observe animal for abnormalities. | English: 9.5, 10.5, 11.5, 12.5 |
| 84 | Evaluate vital signs. | English: 9.5, 10.5, 11.5, 12.5 |
| 85 | Collect and prepare a fecal sample. | English: 9.5, 10.5, 11.5, 12.5 |
| 86 | Record completion of daily animal care duties. | English: 9.5, 9.6, 10.5, 10.6, 11.5, 11.6, 12.5, 12.6 |
| 87 | Administer medications and basic first aid. | English: 9.5, 10.5, 11.5, 12.5 |
| 88 | Explain water needs and maintenance of small animals. | English: 9.5, 10.5, 11.5, 12.5 |
| 89 | Explain how to clean, sanitize, disinfect, and store laundry. | English: 9.5, 10.5, 11.5, 12.5 |
| 90 | Clean and disinfect sink/tub. | English: 9.5, 10.5, 11.5, 12.5 |
| 91 | Clean and disinfect small animal quarters. | English: 9.5, 10.5, 11.5, 12.5 Science: CH.1 |
| 92 | Clean, sanitize, and disinfect animal treatment area. | English: 9.5, 10.5, 11.5, 12.5 |
| 93 | Clean floors. | English: 9.5, 10.5, 11.5, 12.5 |
| 94 | Change trash liner. | English: 9.5, 10.5, 11.5, 12.5 |
| 95 | Describe the various types of disposal methods within a facility. | English: 9.5, 10.5, 11.5, 12.5 |
| 96 | Dispose of hazardous materials. | English: 9.5, 10.5, 11.5, 12.5 |
| 97 | Provide appropriate types of bedding. | English: 9.5, 10.5, 11.5, 12.5 |
| 98 | Explain the concept of first aid and its importance to the veterinary field. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |
| 99 | Describe the components of a pet first-aid kit and the uses of each. | English: 9.5, 10.5, 11.5, 12.5 |
| 100 | Identify common situations and conditions requiring first aid. | English: 9.5, 10.5, 11.5, 12.5 |
| 101 | Describe how to prioritize common emergencies. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5 |
| 102 | Identify local resources for animal care. | |
| 103 | Develop a plan for a quarantined animal. | English: 9.5, 10.5, 11.5, 12.5 |
| 104 | Maintain supplies. | English: 9.5, 10.5, 11.5, 12.5 |
| 105 | Maintain equipment. | English: 9.5, 10.5, 11.5, 12.5 |
| 106 | Handle electronic communications. | English: 9.1, 9.5, 10.1, 10.5, 10.6, 11.2, 11.5, 11.6, 12.5 History and Social Science: VUS.14 |
| 107 | Schedule an appointment. | English: 9.1, 9.5, 10.1, 10.5, 11.2, 11.5, 12.5 History and Social Science: VUS.14 |
| 108 | Check client in and out. | English: 9.1, 9.2, 9.5, 10.1, 10.2, 10.5, 11.1, 11.2, 11.5, 12.5 History and Social Science: GOVT.16 |
| 109 | Develop legal forms for the training and grooming business. | |
| 110 | Maintain animal and owner identification. | |
| 111 | Maintain clients' records and other files. | English: 9.5, 9.6, 9.7, 10.5, 10.6, 10.7, 11.5, 11.6, 11.7, 12.5, 12.6, 12.7 |

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| 112 | Explain procedures for handling monetary transactions in the veterinary business (e.g., veterinary, grooming, boarding). | English: 9.5, 10.5, 11.5, 12.5 |
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FFA Information

The National FFA is an organization dedicated to preparing members for leadership and careers in the science, business, and technology of agriculture. Local, state, and national activities and award programs provide opportunities to apply knowledge and skills acquired through agriculture education.

For additional information about the student organization, see the [National FFA website](#) and the [Virginia FFA Association website](#).

The following career development events are available for this course:

- [Agricultural Sales](#)
- [Agronomy](#)
- [Environmental & Natural Resources](#)
- [Farm and Agribusiness Management](#)
- [Floriculture](#)
- [Food Science and Technology](#)
- [Forestry](#)
- [Marketing Plan](#)
- [Nursery/Landscape](#)

Customer Service Infusion Units

Customer Service Infusion Units (CSIU) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in customer service. These units are not mandatory, and, as such, the tasks/competencies are marked as "optional," to be taught at the instructor's discretion.

Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked "optional."

Teacher Resources

- **Animal Trainers and Behaviorists: Licensing and Certification:** <https://drsophiayin.com/blog/entry/animal-trainers-and-behaviorists-licensing-and-certification/>
- **Merck Veterinary Manual:** <http://www.merckvetmanual.com/>

- **Small Animal Care Safety Contract:**
<http://cteresource.org/attachments/anr/veterinary/Animal%20Safety%20Contract.docx>
- **Canine Acute Pain Scale:** <http://cteresource.org/attachments/anr/veterinary/Dog%20Pain%20Scale.pdf>
- **Feline Acute Pain Scale:**
<http://cteresource.org/attachments/anr/veterinary/CSU%20Acute%20Pain%20Scale%20Feline.pdf>
- **Equine Comfort Assessment Scale:**
<http://cteresource.org/attachments/anr/veterinary/Anesthesia%20Pain%20Management%20Pain%20Score%20Equine.pdf>
- **Coat Characteristics of Dogs PowerPoint:**
<http://cteresource.org/attachments/anr/veterinary/Coat%20Characteristics%20of%20Dogs.ppsx>
- **Grooming Equipment List:**
<http://cteresource.org/attachments/anr/veterinary/Grooming%20Equipment%20List.docx>
- **Dog Grooming Receipt:**
<http://cteresource.org/attachments/anr/veterinary/Dog%20Grooming%20Receipt.docx>
- **New Client Form:** <http://cteresource.org/attachments/anr/veterinary/New%20Client%20Form.docx>
- **Pet Release Form:** <http://cteresource.org/attachments/anr/veterinary/Pet%20Release%20Form.docx>

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Animal Systems Assessment
- Beef Quality Assurance Examination
- Canine Care and Training Program- Level 1 Certification Examination
- Certified Veterinary Assistant Examination
- College and Work Readiness Assessment (CWRA+)
- Customer Service Specialist (CSS) Examination
- National Career Readiness Certificate Assessment
- Pet Sitters Certification Examination
- Small Animal Science and Technology Assessment
- Veterinary Medical Applications Examination
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Agricultural Business Fundamentals I (8022/36 weeks)
- Agricultural Business Management III (8026/36 weeks)
- Agricultural Business Operations II (8024/36 weeks)
- Biological Applications in Agriculture (8086/36 weeks)
- Biotechnology Applications in Agriculture (8087/36 weeks)
- Biotechnology Foundations in Agricultural and Environmental Science (8085/36 weeks)
- Biotechnology Foundations in Health and Medical Sciences (8344/36 weeks)
- Equine Science (8015/18 weeks)
- Equine Science (8080/36 weeks)
- Equine Science, Advanced (8094/36 weeks)
- Introduction to Animal Systems (8008/36 weeks)
- Livestock Production Management (8012/36 weeks)
- Small Animal Care I (8081/18 weeks)
- Small Animal Care I (8083/36 weeks)
- Veterinary Science I (8088/36 weeks, 140 hours)
- Veterinary Science II (8089/36 weeks, 140 hours)

| Career Cluster: Agriculture, Food and Natural Resources | |
|---|---|
| Pathway | Occupations |
| Agribusiness Systems | Farm, Ranch Manager Farmer/Rancher |
| Animal Systems | Animal Breeder, Husbandry Animal Geneticist Animal Nutritionist Animal Scientist Poultry Manager Veterinarian Veterinary Technician |

| Career Cluster: Agriculture, Food and Natural Resources | |
|--|---|
| Pathway | Occupations |
| Natural Resources Systems | Fish and Game Officer Fisheries Technician |

| Career Cluster: Science, Technology, Engineering and Mathematics | |
|---|---|
| Pathway | Occupations |
| Science and Mathematics | Animal Nutritionist Animal Scientist Veterinarian Veterinary Assistant |