**Animal Care Assistant**

Instructional Framework

An instructional framework provides educators with a list of benchmark statements aligned to Common Core and national content area standards for a given course or program. The Missouri Animal Care Assistant Instructional Framework lists a sequence of content, organized into distinct units of instruction. Sample activities and potential Common Core related enhancements are provided.

|  | **Common Core Standards** | **National Standards (AFNR)** | **Activities** | **Enhancements** |
| --- | --- | --- | --- | --- |
| 1. **Introduction to Veterinary Medicine** |  |  |  |  |
| 1. Identify the roles and responsibilities of veterinary team members |  |  |  |  |
| 1. Maintain professional work habits |  |  |  |  |
| 1. Apply ethical and legal principles to the veterinary field. |  |  |  |  |
| 1. Maintain confidentiality |  |  |  |  |
| 1. Recognize local, state, and federal regulations that affect veterinary practice. | WHST.11-12.1  SL.12-12.1 |  | 1. Students write a research paper on a specific Federal Regulation. | 1. After students write an argumentative research paper on the specific Federal regulation and how it impacts vet practices have student discuss or debate the real implication and affect it has. |
| 1. **Communication Skills** |  |  |  |  |
| 1. Communicate effectively with animal owners (clients) and coworkers. | SL.11-12.6  SL.11-12.1 |  | 1. Role play a situation making the student an Animal Care Assistant and another as a client with different cases and emotions. | 1. When role playing have students use correct terminology and use proper grammar. |
| 1. Greet clients appropriately | SL.11-12.6 |  | 1. Role play a situation making the student an Animal Care Assistant and another as a client with different cases and emotions. | 1. When role playing have students use correct terminology and use proper grammar. Alternate client knowledge, depth of questioning and attitude to help student communicate effectively with a diverse array of people. |
| 1. Use correct terminology and grammar when communicating with clients and coworkers. | SL.11-12.6 |  | 1. Role play a situation making the student an Animal Care Assistant and another as a client with different cases and emotions. | 1. When role playing have students use correct terminology and use proper grammar. Alternate client knowledge, depth of questioning and attitude to help student communicate effectively with a diverse array of people. |
| 1. Treat clients and coworkers with respect and courtesy. |  |  |  |  |
| 1. Answer telephone properly | SL11-12.6 |  | 1. Role play a situation making the student an Animal Care Assistant and another as a client with different cases and emotions. | 1. When role playing have students use correct terminology and use proper grammar. Alternate client knowledge, depth of questioning and attitude to help student communicate effectively with a diverse array of people. |
| 1. Transfer calls |  |  |  |  |
| 1. Place caller on hold |  |  |  |  |
| 1. Take accurate telephone messages | W.11-12.2  SL.11-12.1 |  | 1. Role play client vs. Animal Care Assistant answering phone and taking message. | 1. Grade message using rubric, that checks organization of pertinent info taken from caller. Message should be written neatly and organized to which vet can understand exactly what the caller is wanting. Also may record message and distribute copy of student’s written message and debate/discuss how that message could have been enhanced. |
| 1. **Basic Office Procedures** |  |  |  |  |
| 1. File alphabetically and numerically |  |  |  |  |
| 1. Complete identification band and cage card |  |  |  |  |
| 1. Maintain animal identification | W.11-12.2 |  | 1. Have student fill out a neck band or cage card. | 1. Have student’s role play as vets and check if they have all info needed on card to positively identify that animal. |
| 1. Use observation skills to assist with daily progress notes. |  |  |  |  |
| 1. Assist with admitting animals into the clinic. |  |  |  |  |
| 1. Assist with discharging animals from the clinic |  |  |  |  |
| 1. Clean, dust, restock, and straighten supplies |  |  |  |  |
| 1. Report low inventory | N-Q.1  N-Q.2 |  | 1. Have students take inventory of medication cabinet and list the units of each medication (eg, cc, mm, grams) | 1. Have students take test tubes and determine the differences in the actual volumes of each unit. |
| 1. **Animal Identification** |  |  |  |  |
| 1. Identify common breeds of animals treated |  |  |  |  |
| 1. Utilize species terminology appropriately |  |  |  |  |
| 1. **Clinic Safety** |  |  |  |  |
| 1. Identify types of hazardous materials |  |  |  |  |
| 1. Prepare hazardous materials for disposal | RST.11-12.3 |  | 1. Students will read an MSDS sheet and answer a worksheet on that chemical using the MSDS | 1. Student will demonstrate how to dispose of a chemical to the class following guidelines on the MSDS |
| 1. Identify biohazard label | RST.11-12.4 |  | 1. Student complete a worksheet with visual symbols that are displayed within the vet practice | 1. Students create a visual chart of all symbols and meaning that will be displayed in the classroom. |
| 1. Identify OSHA requirements pertinent to the veterinary practice |  |  |  |  |
| 1. Locate and read material safety data sheets (MSDS) |  |  |  |  |
| 1. Maintain a safe environment for animals and workers |  |  |  |  |
| 1. Prevent disease transmission |  |  |  |  |
| 1. Maintain personal hygiene |  |  |  |  |
| 1. Follow clinic procedures for cleaning |  |  |  |  |
| 1. Handle antiseptics and disinfectants safely | RST.11-12.3 |  | 1. Using a guideline sheet students will demonstrate how to handle antiseptics and disinfectants safely |  |
| 1. Clean and routinely check for cleanliness of exam room |  |  |  |  |
| 1. Clean and routinely check for cleanliness of surgical and treatment areas |  |  |  |  |
| 1. Clean, disinfect, and routinely check for cleanliness of floors and corridors |  |  |  |  |
| 1. Clean and routinely check for cleanliness of outdoor exercise areas and the parking lot |  |  |  |  |
| 1. Remove hair/debris from drain grate in bathtubs, and routinely check bathtubs for cleanliness |  |  |  |  |
| 1. Identify common zoonotic diseases | N-Q.1  WHST.11-12.8 |  | 1. Students will write a research paper on a zoonotic disease. Students will then collaborate and create a graph showing annual case occurrences of each disease | 1. Break into groups and challenge students to develop multiple types of graphs to display and analyze effectiveness of the different types of graphs |
| 1. Identify modes of transmission of zoonotic diseases | WHST.11-12.8 |  | 1. Students will write a research paper on a zoonotic disease. |  |
| 1. Identify steps in preventing zoonotic diseases | WHAT.11-12.8 |  | 1. Students will write a research paper on a zoonotic disease. |  |
| 1. Identify diseases that require isolation or quarantine |  |  |  |  |
| 1. Implement isolation procedures |  |  |  |  |
| 1. Identify principles that influence animal behavior |  |  |  |  |
| 1. Recognize common warning signs of aggression | RST.11-12.8 |  | 1. Students will research and document the number and the extent of animal related injuries. | 1. Researching the advancements made in livestock handling equipment that have prevented the risk of animal related injuries |
| 1. Identify procedures for safely approaching animals | RST.11-12.8  RST.11-12.3 |  | 1. Students will research and document the number and the extent of animal related injuries. Have students demonstrate how to safely approach an animal | 1. Researching the advancements made in livestock handling equipment that have prevented the risk of animal related injuries |
| 1. **Animal Care** |  |  |  |  |
| 1. Assist in restraining animals as directed. | RST.11-12.3 |  | 1. Have students demonstrate how to restrain an animal following written directions |  |
| 1. Securely support the animal’s body weight when lifting |  |  |  |  |
| 1. Identify potential routes of escape and take precautions |  |  |  |  |
| 1. Examine restraint devices for security |  |  |  |  |
| 1. Follow clinic procedures for walking and exercising animals |  |  |  |  |
| 1. Properly lift animals |  |  |  |  |
| 1. Walk and exercise animals |  |  |  |  |
| 1. Recognize and report changes in conditions | RST.11-12.9  N-Q.1 |  | 1. Students will create a chart comparing the daily condition changes for an individual or set of animals | 1. Have students research and come up with a conclusion why condition of the animal may have changed |
| 1. Observe and report abnormal conditions |  |  |  |  |
| 1. Recognize worms (internal parasites) in stool |  |  |  |  |
| 1. Recognize the presence of external parasites |  |  |  |  |
| 1. Report observed parasites |  |  |  |  |
| 1. Clean and disinfect dog and cat compartments |  |  |  |  |
| 1. Clean and disinfect bird cages |  |  |  |  |
| 1. Clean and disinfect rodent and rabbit cages |  |  |  |  |
| 1. Clean and disinfect equine and food animal stalls |  |  |  |  |
| 1. Clean and disinfect feed and water containers |  |  |  |  |
| 1. Measure and deliver food as directed |  |  |  |  |
| 1. Monitor and replenish water supply |  |  |  |  |
| 1. Record appetites |  |  |  |  |
| 1. Recognize and follow NPO orders |  |  |  |  |
| 1. Weigh animals on a platform scale | N-Q.3  N-Q.1 |  | 1. Have students weigh animal on a platform scale. | 1. Have students determine the proper unit accordance to the size of the animal. Depending on species have the figure average daily gain, adjusted ww or yw |
| 1. Weigh animals on a balance scale | N-Q.3  N-Q.1 |  | 1. Have students weigh animal on a balance scale | 1. Have students determine the proper unit accordance to the size of the animal. Depending on species have the figure average daily gain, adjusted ww or yw |
| 1. Weigh animals on an infant scale | N-Q.3  N-Q.1 |  | 1. Have students weigh animal on an infant scale | 1. Have students determine the proper unit accordance to the size of the animal. Depending on species have the figure average daily gain adjusted ww or yw |
| 1. Weigh large animals using a weight measurement tape | N-Q.3  N-Q.1 |  | 1. Have students weigh animal on a large animal scale | 1. Have students determine the proper unit accordance to the size of the animal. Depending on species have the figure average daily gain, adjusted ww or yw |
| 1. Weigh animals on a portable scale | N-Q.3  N-Q.1 |  | 1. Have students weigh animal on a portable scale | 1. Have students determine the proper unit accordance to the size of the animal. Depending on species have the figure average daily gain, adjusted ww or yw |
| 1. Record weight | N-Q.1 |  | 1. Have students create a chart comparing the variances of weight taken between the different types of scales |  |
| 1. Prepare animal for bathing and dipping |  |  |  |  |
| 1. Bathe animal using prescribed shampoo or medication |  |  |  |  |
| 1. Identify and implement appropriate drying techniques |  |  |  |  |
| 1. Clean and disinfect tub |  |  |  |  |
| 1. Remove hair/debris from bathtub drain |  |  |  |  |
| 1. Follow safety precautions when using dips |  |  |  |  |
| 1. Apply dips as directed | RST.11-12.3 |  | 1. Have example bottle of dip and have students dilute and apply to stuffed animal as directed |  |
| 1. Recognize side effects of insecticide reaction |  |  |  |  |
| 1. **Clinic Procedures** |  |  |  |  |
| 1. Maintain and clean equipment and instruments |  |  |  |  |
| 1. Collect a fecal specimen |  |  |  |  |
| 1. Collect a voided urine specimen |  |  |  |  |
| 1. Label and store all types of specimen containers |  |  |  |  |
| 1. Bag and label animal according to instructions | RST.11-12.3 |  | 1. Have students bag a stuffed animal according to a set of written instructions |  |
| 1. Store bagged animals appropriately |  |  |  |  |

**Codes for Common Core Mathematics are:**

* N = Number and Quantity
* A = Algebra
* F = Functions
* G = Geometry
* S = Statistics and Probability

**Codes for Common Core English Language Arts and Literacy are:**

* RL = Reading for Literature
* RI = Reading for Informational Text
* RST = Reading for Literacy in Science and Technical Subjects
* RH = Reading for Literacy in History/Social Studies
* W = Writing
* WHST = Writing for Literacy in History/Social Studies, Science, and Technical Subjects
* SL = Speaking and Listening
* L = Language