

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
A. Introduction to Veterinary Medicine				
1. Identify the roles and responsibilities of veterinary team members				
2. Maintain professional work habits				
3. Apply ethical and legal principles to the veterinary field.				
4. Maintain confidentiality				
5. 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

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				affect it has.
B. 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.
2. 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.
3. 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

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				diverse array of people.
4. Treat clients and coworkers with respect and courtesy.				
5. 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.
6. Transfer calls				
7. Place caller on hold				
8. 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

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				distribute copy of student's written message and debate/discuss how that message could have been enhanced.
C. Basic Office Procedures				
1. File alphabetically and numerically				
2. Complete identification band and cage card				
3. 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.
4. Use observation skills to assist with daily progress notes.				
5. Assist with admitting animals into the clinic.				
6. Assist with discharging animals from the clinic				
7. Clean, dust, restock, and straighten supplies				
8. Report low inventory	N-Q.1 N-Q.2		1. Have students take inventory of medication cabinet and list the units of each	1. Have students take test tubes and determine the differences in the actual volumes of each

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			medication (eg, cc, mm, grams)	unit.
D. Animal Identification				
9. Identify common breeds of animals treated				
10. Utilize species terminology appropriately				
E. Clinic Safety				
1. Identify types of hazardous materials				
2. 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
3. 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.
4. Identify OSHA requirements pertinent to the veterinary practice				
5. Locate and read material safety data sheets (MSDS)				
6. Maintain a safe environment for animals and workers				
7. Prevent disease				

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transmission				
8. Maintain personal hygiene				
9. Follow clinic procedures for cleaning				
10. Handle antiseptics and disinfectants safely	RST.11-12.3		1. Using a guideline sheet students will demonstrate how to handle antiseptics and disinfectants safely	
11. Clean and routinely check for cleanliness of exam room				
12. Clean and routinely check for cleanliness of surgical and treatment areas				
13. Clean, disinfect, and routinely check for cleanliness of floors and corridors				
14. Clean and routinely check for cleanliness of outdoor exercise areas and the parking lot				
15. Remove hair/debris from drain grate in bathtubs, and routinely check bathtubs for cleanliness				
16. Identify common zoonotic diseases	N-Q.1 WHST.11-12.8		1. Students will write a research paper on a	1. Break into groups and challenge students to

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			zoonotic disease. Students will then collaborate and create a graph showing annual case occurrences of each disease	develop multiple types of graphs to display and analyze effectiveness of the different types of graphs
17. Identify modes of transmission of zoonotic diseases	WHST.11-12.8		1. Students will write a research paper on a zoonotic disease.	
18. Identify steps in preventing zoonotic diseases	WHAT.11-12.8		1. Students will write a research paper on a zoonotic disease.	
19. Identify diseases that require isolation or quarantine				
20. Implement isolation procedures				
21. Identify principles that influence animal behavior				
22. 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
23. 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	1. Researching the advancements made in livestock handling equipment that have

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			injuries. Have students demonstrate how to safely approach an animal	prevented the risk of animal related injuries
F. 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	
2. Securely support the animal's body weight when lifting				
3. Identify potential routes of escape and take precautions				
4. Examine restraint devices for security				
5. Follow clinic procedures for walking and exercising animals				
6. Properly lift animals				
7. Walk and exercise animals				
8. 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
9. Observe and report				

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abnormal conditions				
10. Recognize worms (internal parasites) in stool				
11. Recognize the presence of external parasites				
12. Report observed parasites				
13. Clean and disinfect dog and cat compartments				
14. Clean and disinfect bird cages				
15. Clean and disinfect rodent and rabbit cages				
16. Clean and disinfect equine and food animal stalls				
17. Clean and disinfect feed and water containers				
18. Measure and deliver food as directed				
19. Monitor and replenish water supply				
20. Record appetites				
21. Recognize and follow NPO orders				
22. 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

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				daily gain, adjusted ww or yw
23. 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
24. 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
25. 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
26. 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

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				size of the animal. Depending on species have the figure average daily gain, adjusted ww or yw
27. Record weight	N-Q.1		1. Have students create a chart comparing the variances of weight taken between the different types of scales	
28. Prepare animal for bathing and dipping				
29. Bathe animal using prescribed shampoo or medication				
30. Identify and implement appropriate drying techniques				
31. Clean and disinfect tub				
32. Remove hair/debris from bathtub drain				
33. Follow safety precautions when using dips				
34. 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	
35. Recognize side effects of				

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insecticide reaction				
G. Clinic Procedures				
1. Maintain and clean equipment and instruments				
2. Collect a fecal specimen				
3. Collect a voided urine specimen				
4. Label and store all types of specimen containers				
5. 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	
6. 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