



ASSESSOR GUIDE

ACMGEN204

Assist in health care of animals

Assessment 1 of 2

Short answer questions



Assessment Instructions

Task overview

This assessment task includes 14 short answer questions. Read each question carefully before typing your response in the space provided.

This unit of competency consists of one [1] knowledge assessment completed in this module, in addition to the Structured Workplace Learning and Assessment [SWLA] completed in Module 14. You must complete both sets of assessments related to this unit to be deemed competent.



Assessment Information

Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)



However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

Complete the following table.

- Identify the three (3) animal welfare principles *most directly related* to assisting in the health care of animals.
- Provide two (2) examples of how you can uphold each of the principles in an animal care workplace.

[Approximate word count: 20-35 words per row]

Assessor instructions: Students must provide all three (3) of the welfare principles and two (2) of the listed examples for each of the principles. Students may use different wording to describe the examples. However, provided examples must reflect the characteristics described in the exemplar answers.

Animal welfare principle	How to uphold this principle in an animal care workplace Example 1	How to uphold this principle in an animal care workplace Example 2
Animals should be free of physical injuries	Accept any two (2) of the following: <ul style="list-style-type: none"> • Provide housing that is unlikely to cause injury • Provide toys and enrichment items are unlikely to cause injury • Maintain, repair or replace enclosure parts and other items as needed • Provide appropriate medical care • Protection from unsafe interactions with public or untrained personnel • Handle the animal carefully and respectfully 	
Animals should be free of disease	Accept any two (2) of the following: <ul style="list-style-type: none"> • Ensure the spaces the animal occupies are clean and hygienic • Provide an appropriate amount of food that is suitable and nutritious • Provide appropriate preventative health treatments • Provide other health care as required 	
Animals should not suffer pain, fear or stress	Accept any two (2) of the following: <ul style="list-style-type: none"> • Avoid unnecessary interaction with, or unnecessary handling or restraint of the animal • Protection from unsafe interactions with public or untrained personnel 	

Animal welfare principle	How to uphold this principle in an animal care workplace Example 1	How to uphold this principle in an animal care workplace Example 2
	<ul style="list-style-type: none"> • Handle the animal carefully and respectfully • Restrain the animal safely and appropriately • Avoid performing unnecessary surgical procedures on the animal • House prey animals away from the sight or smell of predators • Avoid stressful situations for the animal, such as inappropriate restraint 	

Question 2

Define active listening.

[Approximate word count: 15-35 words]

Assessor instructions: The student may use different wording. However, answers need to include the bolded terms provided in the exemplar answers.

Active listening means to:

- give someone your **full concentration/attention** [student must include at least one of these two terms]
- and to pay attention to **non-verbal cues/body language/tone of voice** [student must include at least one of these three terms]
- as well as verbal communication.

Question 3

List three (3) ways to identify an animal about to be treated in your animal care workplace.

[Approximate word count: 20-45 words]

Assessor instructions: Accept any three (3) of the following. The student may use different wording. However, provided answers need to reflect the characteristics described in the exemplar answers.

- Confirm the identification of the animal with their owner
- Confirm breed **or sex or colour or markings** with computer records or the cage card
- Check the microchip number against computer records **or the cage card**
- Check ear tags, tattoos and other markings against the cage card, history or admission forms
- Check for a response when their name is called

Question 4

Complete the following table.

- List five (5) examples of common animal health care issues.
- Identify one (1) preventative treatment associated with each of your listed health care issues.

[Approximate word count: 4-15 words per row]

Assessor instructions: Accept any five (5) of the following answers. The student may use different wording. However, provided answers need to reflect the characteristics described in the exemplar answers.

Common health maintenance issue	Preventative treatment
Infectious disease [Students may refer to one (1) specific type of infectious disease, such as Psittacosis, FIV or canine distemper, rather than use the general term of infectious disease prevention]	Vaccination
Internal parasites [Students may refer to one (1) specific type of internal parasite, such as heartworm or intestinal worms, rather than the general term of internal parasite control]	Oral preparations or topical skin preparations or tablets or chews or pastes or drops or water additives
External parasite [Students may refer to one (1) specific type of external parasite, such as mites, ticks, fleas or lice, rather than the general term of internal parasite control]	Oral preparations or topical skin preparations or tablets or chews or pastes or drops or water additives
Ingrown/overgrown nails or claws or hooves	Nail trimming or claw trimming or hoof care
Plaque and tartar build up or bad breath	Dental care or oral care
Eye or ear contamination/infection	Eye or ear cleaning
Matted fur	Bathing or clipping or grooming
Scotting or irritated/itchy anus	Expressing of anal glands (EAGs)

Question 5

Complete the following table. Identify each of the four (4) types of hand hygiene, based on the descriptions of their purpose in the animal care workplace.

[Approximate word count: 2-5 words per row]

Assessor instructions: Students must correctly complete the table as follows.

Hand hygiene technique	Purpose
Surgical asepsis or sterile technique	Use before activities such as: <ul style="list-style-type: none">• performing surgery• placing an IV catheter.
Routine handwash	Use before and after low-risk tasks such as:

Hand hygiene technique	Purpose
	<ul style="list-style-type: none"> securing, transporting and restraining healthy animals completing reception duties before and after preparing food for animals.
Antiseptic handwash or the clean technique	Use: <ul style="list-style-type: none"> before clipping fur and preparing skin for surgery after exposure to blood or other bodily fluids after cleaning litter trays or disposing of faeces.
Antiseptic hand rub	Use when clean running water is not available: <ul style="list-style-type: none"> after exposure to an animal with a confirmed or suspected zoonotic or contagious disease before eating your own food.

Question 6

Other than your normal uniform and closed-in shoes, identify all the other PPE you should wear that is appropriate for the health care task in each of the following scenarios.

Scenario 1: A litter of 10-week-old kittens has been diagnosed with ringworm and a bacterial skin infection. You are required to bathe them using a medicated shampoo.

Scenario 2: You are attending a farm call with the veterinarian and will be assisting with the examination of a Tier 1 horse.

[Approximate word count: 1-5 words per cell]

Assessor instructions: Students must provide all of the following PPE items for each scenario.

Appropriate PPE for scenario 1	Appropriate PPE for scenario 2
<ul style="list-style-type: none"> Apron or scrub top Disposable gloves 	<ul style="list-style-type: none"> Disposable gloves Eye or face protection Overalls or coveralls

Question 7

Based on the observable behaviours, in each of the following scenarios:

- Identify if the animal is most likely:
 - Calm
 - Fearful-aggressive
 - Anxious.
- Briefly describe one (1) likely risk to the animal, based on its state.
- Briefly describe one (1) likely risk to the handler or others, based on the animal's state.

[Approximate word count: 8-15 words per row]

Assessor instructions: Accept the following answers.

Scenarios	Animal temperament	Risk to animal	Risk to handler and others
Scenario 1: A horse is holding its head high, has widened nostrils and wide-open eyes.	Anxious	Accept one (1) of the following: <ul style="list-style-type: none"> Increased stress level Increased risk of injury from attempting to avoid handling/get away 	Increased risk of being kicked or bitten
Scenario 2: A dog is jumping up on the owner, whining and trembling.	Anxious	Accept one (1) of the following: <ul style="list-style-type: none"> Increased stress level Increased risk of injury from attempting to avoid handling/get away 	Increased risk of being scratched or bitten
Scenario 3: A rabbit is biting, thumping and trying to escape.	Fearful-aggressive	Accept one (1) of the following: <ul style="list-style-type: none"> Increased stress level Increased risk of injury from attempting to avoid handling/get away 	Increased risk of being scratched or bitten
Scenario 4: A cat is showing signs of curiosity and is flicking its tail slowly.	Calm	Accept one (1) of the following: <ul style="list-style-type: none"> Increased stress level from handling Risk of injury from improper handling 	Low risk of being scratched or bitten.

Question 8

Refer to this table of normal TPR ranges for the following question.

Species	Dogs	Cats	Horses	Rats	Ferrets	Rabbits	Guinea pigs
Temperature (°C)	38.3-39.2	38.2-38.6	37.2-38.9	35.9-38.0	37.8-40	38.5-40	37.2-39.5
Pulse rate (bpm)	70-140	100-200	30-40	310-500	200-250	130-325	230-380
Respiratory rate (bpm)	10-30	15-30	12-20	70-115	33-36	30-60	90-150

Scenario: You are working for Pet Lovers Pet Shop on a Wednesday morning. You notice one of the young female rats is looking unwell and has not eaten the food left overnight. You perform a health check on her and record the following vital signs:

- Respiratory rate: 130 bpm
- Pulse rate: 550 bpm

- Temperature: 36.4 °C

Based on the scenario:

- Identify whether each recorded vital sign is within the normal range or not.
- Explain why the measurements **outside the normal range** are reason for concern.

[Approximate word count: [10-30] words]

Assessor instructions: Students must indicate whether each is within normal ranges or abnormal and include normal range/sign for each.

A sample answer is provided below.

- Respiratory rate: Abnormal. Pulse rate: Abnormal. Temperature: Normal.
- A high respiratory rate may indicate heat stroke or airway obstruction or fluid build-up in the lungs or heart problems
A high pulse rate may indicate stress or a heart condition or anaphylaxis or blood loss or shock.

Question 9

Briefly describe how used swabs or dressings should be disposed of and explain why.

[Approximate word count: 25-40 words]

Assessor instructions: Students may use different wording. However, responses should reflect the characteristics of the exemplar answer.

A sample answer is provided below.

Used swabs and dressings may be contaminated with body fluids/blood/tissue/pathogens. They must be disposed of in the biohazard bin, so they do not spread infectious disease/zoonotic disease to other animals or people.

Question 10

Briefly describe the 'normal' observations expected for each of the following health status examinations.

[Approximate word count: 5-10 words per row]

Examination	Typical observations for a 'normal' healthy animal
BCS [scale of 1-9]	5
Skin turgor test	Tented skin returns to normal positions immediately
Nose examination	No unusual discharge, cracks or bleeding
Mouth examination	Moist, pink gums with clean teeth
Ear examination	Clean and dry, with little-to-no odour and no pain
Abdomen	No lumps, bumps, masses, tightness or bloating
Anus	No faecal staining or enlarged glands

Question 11

Briefly describe the overarching principles of low stress handling, restraint and examination of animals.

[Approximate word count: 35-60 words]

Assessor instructions: Students may use different wording. However, the response must reflect all four [4] principles provided in the exemplar answer.

A sample answer is provided below.

Low stress handling, restraint and examination of animals requires the handler to:

- use the minimal amount of restraint possible
- use the minimal amount of force possible
- make the animal feel physically supported at all times
- avoid startling the animal **or** avoid loud or sudden noises, including minimising environmental noise **or** avoid sudden movement.

Question 12

A dog is suffering from hyperthermia. You are monitoring its temperature every 5 minutes. In general terms [you do not need to provide example temperature readings] explain the observations that you would expect if the animal's condition was:

- a) progressing
- b) deteriorating.

[Approximate word count: 10-40 words]

Assessor instructions: Students may use different wording. However, responses must reflect the characteristics of the exemplar answers.

A sample answer is provided below.

- a) The temperature would decrease or approach the normal range.
- b) The temperature would increase or move further from the normal range or develop additional symptoms.

Question 13

Complete the following table.

- a) Indicate whether each of the following vital sign observations is normal or abnormal.
- b) Provide two [2] possible reasons for concern for the abnormal reading or stating "None" if the reading is within the normal range.

[Approximate word count: 5-10 words per row]

Vital sign observations	Normal or abnormal	Reasons for concern
The HR of a horse is bradycardic	Abnormal	May indicate [accept any two of the following]: <ul style="list-style-type: none">• heart condition• congenital disorder• poisoning• hypothermia

Vital sign observations	Normal or abnormal	Reasons for concern
		<ul style="list-style-type: none"> effect of medications
The pulse rate of a guinea pig is strong and synchronous with each heartbeat	Normal	None
The RR of a ferret is 25 bpm (normal range: 33-36 bpm)	Abnormal	May indicate (accept any two of the following): <ul style="list-style-type: none"> medication or anaesthetic overdose apnoea toxin/poison exposure hypothermia
The MM of a cat is Cyanotic	Abnormal	May indicate: <ul style="list-style-type: none"> poor circulation poor breathing quality
The temperature of puppy is rapidly increasing	Abnormal	[Accept any two of the following]: May indicate hyperthermia May result in: <ul style="list-style-type: none"> seizures spontaneous bleeding stupor/coma/death

Question 14

Briefly describe the five (5) key tasks to perform in every first aid situation.

[Approximate word count: 40-70 words]

Assessor instructions: Students may use different wording. However, responses must reflect the characteristics of the exemplar answers.

A sample answer is provided below.

- 1) Secure the scene by assessing and controlling/removing any dangers to the animal or first aider.
- 2) Assess the animal's demeanour by checking their level of response to a range of stimuli.
- 3) Check and clear the animal's airways.
- 4) Assess the animal's breathing effort and respiratory rate.
- 5) Check for a pulse or heartbeat and measure heart rate.

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

1	14 short answer questions to be completed in the spaces provided.	<input type="checkbox"/>
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Congratulations you have reached the end of Assessment 1!

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