

# **Animal Clinic Design Curriculum**



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Nothing is more rewarding than having a business dream that you bring to fruition. Animal clinic operation has become a popular method for entrepreneurs in the veterinary industry to recognize their dreams. The purpose of this curriculum is to serve as a guide for future veterinarians or technicians who envision a similar dream for themselves.

# Curriculum Structure

The Animal Clinic Design curriculum is composed of the following lessons. Approximate lesson times are included.

| Lesson | Title                                                            | Approximate Time                               |
|--------|------------------------------------------------------------------|------------------------------------------------|
| One    | Career as a Veterinary Technician                                | 50-75 minutes                                  |
| Two    | Animal Welfare Act and Regulations to Know for Vet Clinic Design | 60 minutes                                     |
| Three  | Best Practices & Design Options for Animal Clinic Design         | 120-135 minutes                                |
|        | <b>Total</b>                                                     | <b>3 hours 50 minutes - 4 hours 30 minutes</b> |

# Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table which lists the lesson activities, materials required, suggested preparation steps, and approximate class time.

## Lesson Sections

The actual lesson follows the overview, which will contain some of the sections described below.

### ***FOCUS***

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a small or large class discussion, a game, a review of previous lesson information, or a demonstration. During this activity, participants are introduced to the topic of the lesson.

### ***LEARN***

The LEARN activity in each lesson varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

### ***REVIEW***

The majority of lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

## About the Authors



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Ms. DuBois has over 25 years of instructional design and professional development experience in grades K – 12. She previously worked for the Core Knowledge Foundation as a professional development consultant and Otter Creek Institute as their new product development and professional development coordinator. She also worked with a local group to start a private non-denominational K-8 school where she taught art and music. Ms. DuBois has

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**Jamey McIntosh** is the Educational Programs Manager at Realityworks. He has an extensive educational background as a former educator, in Colorado and Wisconsin, with over two decades of educational experience. Mr. McIntosh is also an accomplished speaker, writer, and works closely with NAAE and CASE curriculum. He is an advisory council member of the Workforce Development Through CTE Coalition and has vast knowledge on many topics within agriculture. He travels the country working with educators to help bring best practices into the classroom. Mr. McIntosh's expertise includes educational outcomes, student engagement, technology, gamification, and simulation in the classroom.

# Lesson One – Career as a Veterinary Technician

## Lesson Overview

*In this lesson, participants will explore what it is like to be a vet technician. Participants will learn about typical job duties, pay, job outlook, and potential for positions relating to small and large animal veterinary technicians.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the job duties of a veterinary technician
- Compare and contrast the roles and requirements of veterinary technician professionals
- Discuss the impact and job outlook of veterinary technician professionals

## Lesson at a Glance

| Activity | Materials                                                                                                                                                                       | Preparation                                                                                                                                                                | Approximate class time |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| FOCUS    | <ul style="list-style-type: none"><li>• “What is a Veterinary Technician?” video</li><li>• <i>Careers as a Veterinary Technician</i> slide presentation</li></ul>               | 1. Prepare the video and/or the slide presentation for viewing                                                                                                             | 5-10 minutes           |
| LEARN    | <ul style="list-style-type: none"><li>• <i>Career Collage</i> handout</li><li>• Small and large animal vet tech video links</li></ul>                                           | 1. Print/photocopy <i>Career Collage</i> handout (one per participant)<br>2. Prepare videos for viewing                                                                    | 20 minutes             |
| REVIEW   | <ul style="list-style-type: none"><li>• <i>Act It Out</i> handout</li><li>• <i>Veterinary Technician Career Skit Rubric</i></li><li>• Props for skits</li><li>• Timer</li></ul> | 1. Print/photocopy the <i>Act It Out</i> handout (one per participant)<br>2. Print/photocopy <i>Veterinary Technician Career Skit Rubric</i> handout (one per participant) | 25-45 minutes          |

## Lesson One – Career as a Veterinary Technician

### FOCUS: What is it?

5-10 minutes

#### Purpose:

Understanding the definition of a vet tech is the first step here. Participants will have a greater understanding of what a vet tech does on the job.

#### Materials:

- “What is a Veterinary Technician?” video
- *Careers as a Veterinary Technician* slide presentation

#### Facilitation Steps:

1. Share these statistics with participants:
  - There are over 114,400 jobs available as vet techs
  - Veterinary technologists and technicians must complete a postsecondary program in veterinary technology. Technologists usually need a four-year bachelor’s degree, and technicians need a two-year associate’s degree. Typically, both technologists and technicians must take a credentialing exam and become registered, licensed, or certified, depending on the requirements of the state in which they work.
2. Ask participants for what they think are the benefits of working as a vet tech. Explain that they are going to watch a short video that introduces them to what a veterinary technician is.
3. On a white board, make a K-W-L chart (what I know, what I want to know, what I learned). Ask for participants to identify what they already know about being a vet tech. Also have them identify what they would like to learn.
4. Play the “What is a Veterinary Technician?” video. <https://www.youtube.com/watch?v=z5-Op43B8RM>. Another option is to share the slide presentation instead of the video. It includes the same information.

5. The playing time is less than four minutes. In lieu of this link, other video clips may be searched for on YouTube using keywords like “veterinary technician careers.”
6. Return to your K-W-L chart. Ask for volunteers to fill in the column “L”, identifying what they have learned by watching the video clips you shared.

**Slide 1:** Title slide.

**Slides 2-6:** What Do Veterinary Technicians Do?

- Support veterinary doctors as they provide medical care to animals
- Work in the front office, providing administrative support to people visiting, as well as alongside vets while they work with animal patients
- Front office administrative support
  - Greet people and pets
  - Schedule appointments
  - Invoicing and billing
  - Provide aftercare instructions
  - Follow up with owners on status after procedures
- Clinical setting
  - Obtain vital signs
  - Complete diagnostic testing
  - Administer injections and medications
  - Help with prescribed treatments
- During surgical procedures
  - Assist vet doctors throughout the procedure, both with the surgical anesthesia and procedures itself
- After inhouse medical procedures
  - Track the animal’s recovery and progress until released to owner
  - Discuss all discharge procedures and aftercare instructions as pets go home
- Ensure all required health and safety protocols are always followed

- Prepare groups to specific standards
- Maintain and sterilize equipment
- Proper waste disposal

**Slide 7: Where Do Veterinary Technicians Work?**

- Veterinary clinics and hospitals
- Zoos
- Wildlife parks
- Government organizations
- Humane societies
- Animal shelters

**Slide 8: What Type of Animals Do Vet Technicians Work With?**

- Large animals (farm or ranch, zoological settings)
- Small animals (domestic animals like dogs and cats)
- Exotic animals (lions, tigers, pandas)

This is determined by the vet they work for and their specialization.

**Slide 9: How Do You Become a Veterinary Technician?**

- Finding a degree program is very important
- Search for a program that incorporates a hands-on externship
- Get experience volunteering in appropriate settings with animals

**Slide 10: What Is It Like To Be a Veterinary Technician?**

- There are many shifts and schedules available
  - Set schedules in clinics
  - 24 hours emergency care (varied schedules, also weekends and holidays)
  - Specialized care facilities with varying shifts

**Slide 11: A Veterinary Technician Career Is Great For...**

- Those that love animals
- Those that prefer engaging in hands-on work
- Those that desire a flexible career



## Lesson One – Career as a Veterinary Technician

# LEARN: Would You Rather...

20 minutes

### Purpose:

Participants will reflect on two different career paths as a vet tech. They will research to assess the subtle differences between the two paths.

### Materials:

- *Career Collage* handout
- Small and large animal vet tech video links

### Facilitation Steps:

1. Distribute the *Career Collage* handout to participants. Ask participants what they think a career collage might look like for either of the two paths given.
2. Explain that each participant will choose one of the vet tech career paths listed.
3. Explain to participants that they will have about 15 minutes to research the career and take some notes.

4. Debrief as a class. Ask participants to identify which path they preferred. Was there a big difference in the number of participants choosing one over the other? Why or why not? Have each participant share something they learned in their research about one of the paths.

5. Share these vides on each type of vet tech or share some of your own. Career Profile: Small Animal Vet Tech

<https://www.youtube.com/watch?v=GI3XBjr0grM>

Large Animal Veterinary Technician

<https://www.youtube.com/watch?v=qGx0KRleoBM>

# Career Collage

**Directions:** Choose one of the two careers listed below. Use the space provided to research key facts about the career. Collect as much information as possible.

**Vet Tech Career Options:**

- Small Animal Vet Tech or Large Animal Vet Tech

|                     |                           |
|---------------------|---------------------------|
| <b>Main Duties:</b> | <b>Required Training:</b> |
| <b>Job Outlook:</b> | <b>Other:</b>             |

Which career option would you choose (small or large animal vet tech) and why?

## Lesson One – Careers as a Veterinary Technician

# REVIEW: Walking in Vet Tech Shoes...

25-45 minutes

### Purpose:

The purpose of this activity is to have participants walk in the shoes of a veterinary technician through role play.

### Materials:

- *Act It Out* handout
- *Veterinary Technician Career Skit Rubric* handout
- Props for skits
- Timer

3. After participants have finished preparing their skits, have each group act it out.
4. Following each skit, discuss that group's specific scenario. Allow participants to ask questions about that career scenario to those group members.

### Facilitation Steps:

1. Divide the class into six small groups. Give each group one of the *Act It Out* handouts. Explain to participants that they should use the information on the handout and their own research to create a short skit about A Day in the Life of a Vet Tech. Then distribute the *Veterinary Technician Career Skit Rubric* to participants so they understand what they will be held accountable for.
2. Supervise participants as they prepare their skits. Provide help with finding research online if they have additional questions that are not detailed on the *Act It Out* handout. Encourage them to outline scenarios in the skit that show a true reflection of the job.

# Act It Out

## **Veterinary Technician**

Major responsibilities:

- Performing an initial examination of the animal
- Taking vital signs, drawing blood, and gathering medical histories
- Providing emergency first aid
- Collecting specimens
- Assisting in research
- Performing laboratory procedures
- Preparing animals and equipment for surgical procedures
- Administering medications and vaccines prescribed by a veterinarian
- Taking and processing x-rays
- Educating animal owners

Add more in the space below:

# Veterinary Technician Career Skit Rubric

|                   | Excellent<br>4 points                                                     | Good<br>3 points                                                           | Average<br>2 points                                                     | Needs Improvement<br>1 point                                    | Total |
|-------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------|-------|
| Accuracy          | All information is accurate                                               | Almost all information is accurate                                         | Most information accurate                                               | Very little information is accurate                             |       |
| Role              | Excellent teamwork in skit presentation – responsibility is evenly shared | Good teamwork in presentation but one person had a bit more responsibility | Fair teamwork with one member responsible for most of the presentation  | Little or no teamwork exhibited                                 |       |
| Knowledge         | The skit shows a thorough understanding of all job responsibilities       | The skit shows a fairly clear understanding of job responsibilities        | The skit shows only a partial understanding of the job responsibilities | The skit does not reflect knowledge of the job responsibilities |       |
| Creativity        | Used several props and added several visuals like photos or animations    | Used one prop and one visual effect                                        | Used a prop or visual effect                                            | Used no props or visual effects                                 |       |
| Required Elements | The scenario in the skit is appropriate for the job                       | The scenario for the skit is mostly appropriate for the job                | Half of the skit scenario does not apply to the job                     | The scenario is off the mark entirely                           |       |

20 points 100%

15 points 75%

10 points 50%

Total \_\_\_\_\_

# Lesson Two – Animal Welfare Act and Animal Care

## Lesson Overview

*The Animal Welfare Act was made to create a standard of humane care and treatment for animals. The federal law focuses on making sure best practices are included in the care of animals and animal clinics must follow these rules. This lesson will discuss main parts of the Animal Welfare Act.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Understand what the Animal Welfare Act is
- Explore how these different regulations pertain to the safety and humane treatment of animals
- Understand how different regulations are important for the welfare of animals

## Lesson at a Glance

| Activity | Materials                                                                                                                                                                                                                                                                                                             | Preparation                                                                                                                                                                                                                                     | Approximate class time |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| FOCUS    | <ul style="list-style-type: none"> <li>• Projector, whiteboard, pen/pencils</li> <li>• <i>Animal Welfare Act and Regulations</i> slide presentation</li> <li>• <i>Animal Welfare Act and Companion Animals Worksheet</i></li> <li>• <i>Animal Welfare Act and Companion Animals Worksheet – Answer Key</i></li> </ul> | <ol style="list-style-type: none"> <li>1. Prepare the <i>Animal Welfare Act and Regulations</i> slide presentation for viewing.</li> <li>2. Print/photocopy <i>Welfare Act and Companion Animals Worksheet</i> (one per participant)</li> </ol> | 15 minutes             |
| LEARN    | <ul style="list-style-type: none"> <li>• Projector, pens/pencils</li> <li>• <i>Animal Welfare Act and Regulations</i> slide presentation</li> <li>• <i>Animal Welfare Act – Student Notes</i></li> <li>• <i>Animal Welfare Act – Student Notes – Answer Key</i></li> </ul>                                            | <ol style="list-style-type: none"> <li>1. Print/photocopy <i>Animal Welfare Act – Student Notes</i> (one per participant)</li> <li>2. Prepare <i>Animal Welfare Act and Regulations</i> slide presentation for viewing</li> </ol>               | 30 minutes             |
| REVIEW   | <ul style="list-style-type: none"> <li>• Pen/pencil</li> <li>• <i>Cage Sizing Activity Worksheet</i></li> <li>• <i>Cage Sizing Activity Worksheet – Answer Key</i></li> </ul>                                                                                                                                         | <ol style="list-style-type: none"> <li>1. Print/photocopy <i>Cage Sizing Activity Worksheet</i> (one per participant)</li> </ol>                                                                                                                | 15 minutes             |

## Lesson Two – Animal Welfare Act and Animal Care

# FOCUS: What Is the Animal Welfare Act?

15 minutes

### Purpose:

Participants will brainstorm ideas on the definition of a companion animal. They will also learn the purpose of the Animal Welfare Act and how it helps protect the treatment of animals.

### Materials:

- Projector, whiteboard, pens/pencils
- *Welfare Act and Regulations* slide presentation
- *Animal Welfare Act and Companion Animals Worksheet*
- *Animal Welfare Act and Companion Animals Worksheet – Answer Key*

### Facilitation Steps:

1. Distribute out the *Animal Welfare and Companion Animals Worksheet* to participants.
2. Give the participants five minutes to complete the worksheet to the best of their ability. Remind them that they will not be graded on this, but this is to get them thinking about the topic at hand.
3. After five minutes, as a class discuss the questions together. Come to an agreement on the answers that are specific to the participants in that class.
4. Have the *Welfare Act and Regulations* slide presentation ready for viewing. View slides three through eight.
5. Participants can add the information or change their definitions on their *Animal Welfare and Companion Animals Worksheet* to get the best answer for their understanding.

**Slide 3:** Purpose: The Animal Welfare Act (AWA) was created in 1966 for the purpose of setting a standard for animals.

Some of the main parts that are included in the AWA are:

- Adequate housing
- Sanitation

- Nutrition
- Water
- Vet care
- Extreme weather/temperatures

**Slide 4:** There is a lot of information in the Animal Welfare Act. For the purpose of designing an animal clinic, we are going to focus mostly on the living and working conditions of the Animal Design Kit.

**Slide 5:** The main part that this lesson will cover is Part Three of the AWA, focusing on Standards for Animal Care.

- We will dive into Subpart A. This focuses on Facilities and Operating Standards. We will look at certain sections (3.1-3.6 and 3.7-3.11). These sections focus on the main areas that a typical facility housing and caring for animals would see and use.
- This is not a word-for-word presentation of the Welfare Act, rather this is some highlights of many different parts of the AWA. The purpose is to help students understand the main care points for cats and dogs. This knowledge will help to use the Animal Clinic Design Kit and create different designs to be used for creating the best facilities for cats and dogs.

**Slide 6:** Part Three, Subpart A

*Specifications for the Human Handling, Care, Treatment, and Transportation of Dogs and Cats.*

This section includes the following topics:

- Housing facilities, general
- Outdoor housing facilities
- Enclosures
- Feeding, watering
- Cleaning

**Slide 7:** It is important to note that not all animals are under the umbrella of the Animal Welfare Act.

**Slide 8:** *Companion animals* is a term used for animals that are cared for in the home. We are

## Animal Clinic Design Curriculum

going to focus on dogs and cats for this lesson.

There are other animals that could be in the “companion animals” section, but most animals that are worked on in an animal clinic are cats and dogs.



Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Animal Welfare and Companion Animals Worksheet

Directions: Fill out the question below to the best of your ability.

1. *Companion animals* is a term used to discuss different animals that are a part of the Animal Welfare Act. When you hear the term *companion animals*, what would you define them as?
2. Based on your definition, how many companion animals do you have in your home?
3. Using your class as a statistical example, how many companion animals (based on your definition) do you think everyone in your class has?
4. When you hear about the Animal Welfare Act, what do you think the purpose of this federal legislation is focusing on? Explain in a few sentences.
5. Do you think all animals are included in the Animal Welfare Act? Why or why not? If not, what animals do you guess might not be included in this Act?

# Animal Welfare and Companion Animals Worksheet – Answer Key

Directions:

Fill out the question below to the best of your ability.

1. *Companion animals* is a term used to discuss different animals that are a part of the Animal Welfare Act. When you hear the term *companion animals*, what would you define them as?

The focus is the animals that share their homes and lives with humans. Animals that can be kept legally and are usually within a range of dogs, cats, horses, rabbits, ferrets, birds, and guinea pigs. You could also state that usually they could be limited to only dogs and cats.

2. Based on your definition, how many companion animals do you have in your home?

Answers will vary, ask students what their answers are.

3. Using your class as a statistical example, how many companion animals (based on your definition) do you think everyone in your class has?

Answers will vary, ask students what their answers are. You may want to tally all the animals on a whiteboard and find the sum of all as a whole class.

4. When you hear about the Animal Welfare Act, what do you think the purpose of this federal legislation is focusing on? Explain in a few sentences.

Answers will vary. Example: The purpose is to set a standard for humane care and treatment of certain animals. It focuses on proper care of animals and the facilities that they are housed in, including adequate housing, sanitation, nutrition, water, veterinary care, and extreme weather and temperatures.

5. Do you think all animals are included in the Animal Welfare Act? Why or why not? If not, what animals do you guess might not be included in this Act?

Answers will vary. Example: Not all animals are included, some farm animals, coldblooded species (amphibians and reptiles), horses not used for research purposes, invertebrates (crustaceans, insects, etc.), birds, mice, and rats.

## Lesson Two – Animal Welfare Act and Animal Care

# LEARN: Exploration of Regulations for Animal Clinics Based on the Animal Welfare Act

**30 minutes**

### Purpose:

Help participants understand the main points of facility regulations included in the Animal Welfare Act.

### Materials:

- Projector, pens, pencils
- *Animal Welfare Act and Regulations* slide presentation
- *Animal Welfare Act – Student Notes*
- *Animal Welfare Act – Student Notes – Answer Key*

### Facilitation Steps:

1. Prepare the *Animal Welfare Act and Regulations* presentation slides with a projector.
2. As you go through slides 10-36, have participants follow along and take notes as they learn about each part of the Animal Welfare Act.
3. Use the *Animal Welfare Act – Student Notes – Answer Key* for any answers that participants might have missed.

### Slide 10: Part Three, Subpart A

*Specifications for the Humane Handling, Care, Treatment, and Transportation of Dogs and Cats.*

- This section includes the following topics:
  - Housing facilities, general
  - Outdoor housing facilities
  - Enclosures
  - Feeding, watering
  - Cleaning

### Slide 11: 3.1 – Housing Facilities, General

- A. Structure, construction
- B. Condition and site

- C. Surfaces
- D. Water and electric power
- E. Storage
- F. Drainage and waste disposal
- G. Washrooms and sinks

### Slides 12-15: 3.1 A and B – Housing Facilities

- A. Structure, Construction
  - Must be structurally sound
  - Kept in good repair
  - Protect animals from injury and restrict other animals from entering
- B. Condition and Site
  - Must have a place to store animal food or bedding
  - Food and bedding must be free from trash, waste material, junk, weeds, and other materials
  - Must be kept neat and free of clutter
- C. Surfaces
  - Housing and furniture-type fixtures must be made of material that allows for cleaning and sanitizing and should be removed or replaced when worn or soiled
  - Be free of excessive rust that prevents cleaning and sanitization
  - Free of jagged edges or sharp points that might injure animals
  - All surfaces must be maintained on a regular basis
  - Floors made of dirt, absorbent bedding, sand, gravel, grass, or other materials must be raked or spot-cleaned to ensure all animals freedom from contact with excrement
- D. Water and Electrical Power

- Must have reliable electric power for heating, cooling, ventilation, and lighting

E. Storage

- Food and bedding must be stored in a manner that protects the supplies from spoilage, contamination, and vermin infestation
- Supplies must be stored off the floor and away from walls
- Foods that require refrigeration must be stored in a manner that prevents contamination and deterioration of nutritional value
- Open supplies must be kept in leakproof containers
- Substances that are toxic to animals must be kept in storage areas and in cabinets

F. Drainage and Water Disposal

- Must have operations in place to provide for collection, removal, and disposal of animal and food waste including bedding, debris, garbage, water, and other fluids
- Must have disposal and drainage systems in place, to help keep animals dry

G. Washrooms and Sinks

- Washing facilities must be provided for animal caretakers
- This includes things like washrooms, basins, sinks, and/or showers

**Slides 16-19: 3.2 – Indoor Housing Facilities**

A. Heating, Cooling, and Temperature

- Must be sufficiently heated and cooled when necessary for dogs and cats
- Must protect from extremes
- Temperatures must not fall below 50 degrees Fahrenheit or exceed 85 degrees Fahrenheit for more than four consecutive hours when dogs and cats are present

B. Ventilation

- Indoor housing must always be sufficiently ventilated

- Ventilation can be provided by windows, vents, fans, or air conditioning
- Fans, blowers, or air conditioning must be provided if the temperature is 85 degrees Fahrenheit or higher

C. Lighting

- Facilities must be light enough to allow for proper cleaning of the facilities
- Must be enough light for routine inspections and aid in good housekeeping of the animals
- Primary enclosures of animals must be places to protect animals from excessive light as well

D. Interior Surfaces

- Floors and walls must be impervious to moisture
- Ceiling must be impervious to moisture or be replaceable if issues arise

**Slides 20-24: 3.3 – Sheltered Housing Facilities**

A. Heating, Cooling, and Temperature

- Must be sufficiently heated and cooled when necessary for dogs and cats
- Must protect from extremes
- Temperatures must not fall below 50 degrees Fahrenheit or exceed 85 degrees Fahrenheit for more than four consecutive hours when dogs and cats are present

B. Ventilation

- Indoor housing must always be sufficiently ventilated
- Ventilation can be provided by windows, vents, fans, or air conditioning
- Fans, blowers, or air conditioning must be provided if the temperature is 85 degrees Fahrenheit or higher

C. Lighting

- Facilities must be light enough to allow for proper cleaning of the facilities
- Must be enough light for routine inspections and aid in good housekeeping of the animals

- Primary enclosures of animals must be places to protect animals from excessive light as well

D. Shelter From the Elements

- Must always provide adequate shelter from the elements
- Shelter structure must be large enough to allow animals to sit, stand, and lie in a normal manner and turn around freely

E. Interior Surfaces

- Floors and walls must be impervious to moisture
- Ceiling must be impervious to moisture or be replaceable if issues arise

**Slides 25-27: 3.4 Outdoor Housing Facilities**

Categories of dogs and cats not to be kept outside unless approved by veterinarian:

A. Restrictions

- Dogs or cats that are not acclimated to the temperatures prevalent in an area
- Breeds of dogs or cats that cannot tolerate the prevalent temperatures of the area without stress or discomfort
- Sick, infirm, aged, or young dogs and cats

B. Shelter From the Elements

- Must include one or more shelter structures that are accessible to each animal in each outdoor facility
- Large enough to sit, stand, and lie in a normal manner and turn around freely
- Protect them from direct rays of sun, wind, rain, or snow
- Must contain a roof, four sides, and floor
- Contain clean, dry bedding if temperature is below 25 degrees Fahrenheit

C. Construction

- Housing facility must be impervious to moisture
- Floors of outdoor housing can be made of:
  - Compacted earth
  - Absorbent bedding

- Sand
- Gravel
- Grass

- Must be replaced if the following are present:
  - Prevalent odor
  - Diseases
  - Insects
  - Pests
  - Vermin
- All surfaces must be maintained on a regular basis

**Slides 28-31: 3.6 – Primary Enclosures**

A. General Requirements

- Must include suitable materials so they are designed and constructed to be structurally sound
- Enclosures must:
  - Have no sharp points or edges that could cause injury
  - Protect the dogs or cats from injury
  - Contain the animals securely, allowing to stand or sit
  - Remain dry and clean
  - Protect from extreme weather conditions
  - Be able to be cleaned and sanitized

B. Additional Requirements For Cats

- Must provide minimum vertical and floor space
- Each enclosure must be at least 24 inches high
- Cats up to 8.8 lbs. must be provided floor space of at least 3.0 square feet
- Cats over 8.8 lbs. must be provided 4 square feet
- No more than 12 adult cats may be housed in the same enclosure
- Enclosures must be elevated for cleaning and sanitation
- Litter box must be cleared and cleaned
- Kittens under four months of age may not be housed in the same enclosure

C. Additional Requirements For Dogs

- Must provide minimum vertical and floor space. For dogs, you must

calculate the minimum amount of floor space using the following equation:

- Dog's length in inches (tip of nose to base of tail) plus 6 inches x itself. Divide that total by 144.
- Any nursing dog with nursing puppies must be provided extra space; add 5% of the minimum requirement for the mother
- The interior height of a primary enclosure must be at least 6 inches higher than the head of the dog in the enclosure
- No more than 12 adult dogs in the same primary enclosure

**Slide 32: 3.7 – Compatible Grouping**

- A. Female dogs and cats in heat may not be housed with males, except for breeding
- B. Dogs and cats exhibiting an over-aggressive disposition should be housed alone
- C. Puppies and kittens four months old or younger may not be housed in the same enclosure with adult dogs or cats that are not their mother
- D. Animals with diseases must be separated from other animals

**Slide 33: 3.8 – Exercise For Dogs**

- Facilities must develop, document, and follow an appropriate plan to provide dogs with exercise
  - A. Dogs over 12 weeks old must have the opportunity for exercise
  - B. If dogs do not have sensory contact with another dog daily, positive physical human contact must happen daily
  - C. Must provide access to a run or open area

**Slide 34: 3.9 – Feeding**

- Dogs and cats must be fed at least once each day
- Food must be uncontaminated, wholesome, palatable, and of sufficient quantity and nutritional value to help the animal maintain a normal weight
- Feeding pans must be accessible, clean, and sanitized

**Slide 35: 3.10 – Watering**

- Potable water must be continuously available to dogs
- Potable water, if not continuously available to cats, must be offered to cats no less than two times per day
- Water receptacles must be kept clean and sanitized

**Slide 36: 3.11 – Cleaning, Sanitization, Housekeeping, and Pest Control**

- Excrement and food waste must be removed from primary enclosures daily
- Enclosures and food/water receptacles for dogs and cats must be sanitized at least once every two weeks
- Washing with hot water (at least 180 degrees Fahrenheit) and soap
- An effective program for pest control of insects and external parasites must be established

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Animal Welfare Act – Student Notes

Directions:

Follow the *Animal Welfare Act* presentation slides and fill in the blanks as you follow along.

## Part 3, Subpart \_\_\_\_\_

Specifications for the Humane Handling, Care, Treatment, and Transportation of Dogs and Cats

- This section includes the following topics:
  - \_\_\_\_\_, general
  - Outdoor housing facilities
  - Enclosures
  - \_\_\_\_\_, \_\_\_\_\_
  - Cleaning

### 3.1 – Housing Facilities, General

- A) Structure, Construction
- B) Condition and site
- C) \_\_\_\_\_
- D) Water and Electric Power
- E) Storage
- F) Drainage and \_\_\_\_\_
- G) Washrooms and Sinks

### 3.1 A and B – Housing Facilities

- A) Structure, Construction
  - Must be structurally sound
  - Kept in \_\_\_\_\_
  - Protect animals from injury and restrict other animals from entering
- B) Condition and Site
  - Must have a place to store animal \_\_\_\_\_ or \_\_\_\_\_
  - Food and bedding must be free from trash, waste material, junk, weeds, and other materials
  - Must be kept neat and free of \_\_\_\_\_

C) Surfaces

- Housing and \_\_\_\_\_ - \_\_\_\_\_ must be made of material that allows for cleaning and sanitizing and should be removed or replaced when worn or soiled
- Be free of excessive \_\_\_\_\_ that prevents cleaning and sanitization
- Free of jagged edges or \_\_\_\_\_ that might injure animals
- All surfaces must be maintained on regular basis
- Floors made of \_\_\_\_\_, absorbent bedding, sand, gravel, grass, or other materials must be raked or spot-cleaned to ensure all animals freedom from contact with \_\_\_\_\_.

D) Water and Electrical Power

- Must have reliable electric power for \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

E) Storage

- Food and bedding must be stored in a manner that protects the supplies from spoilage, contamination, and vermin infestation
- Supplies must be stored \_\_\_\_\_ and away from walls
- Foods that require refrigeration must be stored in a manner that prevents contamination and deterioration of nutritional value
- Open supplies must be kept in \_\_\_\_\_ containers
- Substances that are toxic to animals must be kept in storage areas and in cabinets

F) Drainage and Water Disposal

- Must have operations in place to provide for collection, removal, and disposal of \_\_\_\_\_ and \_\_\_\_\_, including bedding, debris, garbage, water, and other fluids
- Must have disposal and drainage systems in place, to help keep animals dry

G) Washrooms and Sinks

- Washing facilities must be provided for animal caretakers
- This includes things like \_\_\_\_\_, basins, \_\_\_\_\_, or showers

**3.2 – Indoor Housing Facilities**

A) Heating, Cooling, and Temperature

- Must be sufficiently heated and cooled when necessary for dogs and cats
- Must protect from extremes
- Temperatures must not fall below 50° F or exceed 85° F for more than 4 consecutive hours when dogs and cats are present

B) Ventilation

- Indoor housing must always be \_\_\_\_\_ ventilated
- Ventilation can be provided by windows, vents, fans, or air conditioning
- Fans, blowers, or air conditioning must be provided if the temperature is 85° F or higher



C) Lighting

- Facilities must be light enough to allow for proper cleaning of the facilities
- Must be enough light for \_\_\_\_\_ and aid in good housekeeping of the animals
- Primary enclosures of animals must be places to \_\_\_\_\_ from excessive light as well

D) Interior Surfaces

- Floors and walls must be impervious to \_\_\_\_\_
- Ceiling must be impervious to moisture or be replaceable if issues arise

**3.3 – Sheltered Housing Facilities**

A) Heating, Cooling, and Temperature

- Must be sufficiently \_\_\_\_\_ when necessary for dogs and cats
- Must protect from extremes
- Temperatures must not fall \_\_\_\_\_ or exceed 85° F \_\_\_\_\_ consecutive hours when dogs and cats are present

B) Ventilation

- Indoor housing must always be sufficiently ventilated
- Ventilation can be provided by windows, vents, fans, or air conditioning
- \_\_\_\_\_, blowers, or air \_\_\_\_\_ must be provided if the temperature is 85° F or higher

C) Lighting

- Facilities must be light enough to allow for \_\_\_\_\_ of the facilities
- Must be enough light for routine inspections and aid in good housekeeping of the animals
- Primary enclosures of animals must be places to protect animals from excessive light as well

D) Shelter From the Elements

- Must always provide adequate shelter from the elements
- Shelter structure must be large enough to allow animals to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ in a normal manner and turn around freely

E) Interior Surfaces

- \_\_\_\_\_ and \_\_\_\_\_ must be impervious to moisture
- Ceiling must be impervious to moisture or be replaceable if issues arise

### 3.4 – Outdoor Housing Facilities

Categories of dogs and cats not to be kept outside unless approved by veterinarian:

#### A) Restrictions

- Dogs or cats that are not acclimated to the \_\_\_\_\_ prevalent in an area
- Breeds of dogs or cats that cannot tolerate the prevalent temperatures of the area without \_\_\_\_\_ or \_\_\_\_\_
- Sick, infirm, aged, or young dogs and cats

#### B) Shelter from the elements

- Must include one or more shelter structures that are accessible to each animal in each outdoor facility
- Large enough to sit, stand, and lie in a normal manner and turn around freely
- Protect them from \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_
- Must contain a roof, four sides, and a floor
- Contain clean, dry bedding if temperature is \_\_\_\_\_

#### C) Construction

- Housing facility must be impervious to moisture
- Floors of outdoor housing can be made of:
  - Compacted earth, absorbent bedding, sand, gravel, or grass
- Must be replaced if the following are present:
- Prevalent \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_
- All surfaces must be maintained on a regular basis

### 3.6 – Primary Enclosures

#### A) General Requirements

- Must include suitable materials so they are designed and constructed to be structurally sound
- Enclosures must:
  - Have no \_\_\_\_\_ or edges that could cause injury
  - Protect the dogs or cats from injury
  - Contain the animals securely, allowing to stand or sit
  - \_\_\_\_\_ and \_\_\_\_\_
  - Protect from extreme weather conditions
  - Be able to be cleaned and sanitized

B) Additional Requirements For Cats

- Must provide minimum vertical and floor space
- Each enclosure must be at least \_\_\_\_\_ high
- Cats up to 8.8 lbs. must be provided floor space of at least 3.0 square feet
- Cats over 8.8 lbs. must be provided 4 square feet
- No more than \_\_\_\_\_ cats may be housed in same enclosure
- Enclosures must be elevated for cleaning and sanitation
- Litter box must be cleared and cleaned
- Kittens under \_\_\_\_\_ of age may not be housed in the same enclosure as adult cats

C) Additional Requirements For Dogs

- Must provide minimum vertical and floor space
- For dogs, you must calculate minimum amount of floor space using the following equation
- Dog's length in inches ( \_\_\_\_\_ to \_\_\_\_\_ ) plus 6 inches x itself. Divide that total by 144.
- Any nursing dog with nursing puppies must be provided extra space; add to 5% of the minimum requirement for the mother
- The interior height of a primary enclosure must be at least \_\_\_\_\_ than the head of the dog in the enclosure
- No more than 12 adult dogs in the same enclosure

**3.7 – Compatible Grouping**

- A) Female dogs and cats in heat may not be housed with males, except for breeding
- B) Dogs and cats exhibiting an over- \_\_\_\_\_ disposition should be housed alone
- C) Puppies and kittens 4 months old or less may not be housed in the same enclosure with adult dogs or cats that are not their mother
- D) Animals with \_\_\_\_\_ must be separated from other animals

**3.8 – Exercise For Dogs**

- Facilities must develop, document, and follow an appropriate plan to provide dogs with exercise
- Dogs over \_\_\_\_\_ old must have the opportunity for exercise
- If dogs do not have sensory contact with another dog daily, positive physical human contact must happen \_\_\_\_\_
- Must provide access to a run or open area

**3.9 – Feeding**

- Dogs and cats must be fed at least once each day
- Food must be \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and of sufficient quantity and nutritional value to help the animal maintain normal weight
- Feeding pans must be accessible, clean, and sanitized

### **3.10 – Watering**

- \_\_\_\_\_ must be continuously available to dogs
- Potable water, if not continuously available to cats, must be offered to cats no less than two times per day
- Water receptacles must be kept clean and sanitized

### **3.11 – Cleaning, Sanitization, Housekeeping, and Pest Control**

- Excrement and food waste must be removed from primary enclosures daily
- Enclosures and food/water receptacles for dogs and cats must be sanitized at least once every \_\_\_\_\_
- Washing with hot water (at least \_\_\_\_\_) and soap
- An effective program for pest control of insects and external parasites must be established

# Animal Welfare Act - Student Notes – Answer Key

Directions:

Follow the *Animal Welfare Act Presentation Slides* and fill in the blanks as you follow along.

## Part 3, Subpart A

Specifications for the Humane Handling, Care, Treatment, and Transportation of Dogs and Cats

- This section includes the following topics:
  - Housing facilities, general
  - Outdoor housing facilities
  - Enclosures
  - Feeding, watering
  - Cleaning

### 3.1 – Housing Facilities, General

- A) Structure, Construction
- B) Condition and Site
- C) Surfaces
- D) Water and Electric Power
- E) Storage
- F) Drainage and Waste Disposal
- G) Washrooms and Sinks

### 3.1 A and B – Housing Facilities

- A) Structure, Construction
  - Must be structurally sound
  - Kept in good repair
  - Protect animals from injury and restrict other animals from entering
- B) Condition and Site
  - Must have a place to store animal food or bedding
  - Food and bedding must be free from trash, waste material, junk, weeds, and other materials
  - Must be kept neat and free of clutter

C) Surfaces

- Housing and furniture-type fixtures must be made of material that allows for cleaning and sanitizing and should be removed or replaced when worn or soiled
- Be free of excessive rust that prevents cleaning and sanitization
- Free of jagged edges or sharp points that might injure animals
- All surfaces must be maintained on a regular basis
- Floors made of dirt, absorbent bedding, sand, gravel, grass, or other materials must be raked or spot-cleaned to ensure all animals freedom from contact with excrement

D) Water and Electrical Power

- Must have reliable electric power for heating, cooling, ventilation, and lighting

E) Storage

- Food and bedding must be stored in a manner that protects the supplies from spoilage, contamination, and vermin infestation.
- Supplies must be kept off the floor and away from walls
- Foods that require refrigeration must be stored in a manner that prevents contamination and deterioration of nutrition value.
- Open supplies must be kept in leakproof containers
- Substances that are toxic to animals must be stored in storage areas and in cabinets

F) Drainage and Water Disposal

- Must have operations in place to provide for collection, removal, and disposal of animal and food waste, including bedding, debris, garbage, water, and other fluids
- Must have disposal and drainage systems in place, to help keep animals dry

G) Washrooms and Sinks

- Washing facilities must be provided for animal caretakers
- This includes things like washrooms, basins, sinks, or showers

### 3.2 – Indoor Housing Facilities

A) Heating, Cooling, and Temperature

- Must be sufficiently heated and cooled when necessary for dogs and cats
- Must protect from extremes
- Temperatures must not fall below 50° F or exceed 85° F for more than 4 consecutive hours when dogs and cats are present

B) Ventilation

- Indoor housing must be sufficiently ventilated at all time
- Ventilation can be provided by windows, vents, fans, or air conditioning
- Fans, blowers, or air conditioning must be provided if the temperature is 85° F or higher

C) Lighting

- Facilities must be light enough to allow for proper cleaning of the facilities
- Must be enough light for permit routine inspections and aid in good housekeeping of the animals
- Primary enclosures of animals must be places to protect animals from excessive light as well

D) Interior Surfaces

- Floors and walls must be impervious to moisture
- Ceiling must be impervious to moisture or be replaceable if issues arise

**3.3 – Sheltered Housing Facilities**

A) Heating, Cooling, and Temperature

- Must be sufficiently heated and cooled when necessary for dogs and cats
- Must protect from extremes
- Temperatures must not fall below 50° F or exceed 85° F for more than 4 consecutive hours when dogs and cats are present

B) Ventilation

- Indoor housing must be sufficiently ventilated at all time
- Ventilation can be provided by windows, vents, fans, or air conditioning
- Fans, blowers, or air conditioning must be provided if the temperature is 85° F or higher

C) Lighting

- Facilities must be light enough to allow for proper cleaning of the facilities
- Must be enough light for routine inspections and aid in good housekeeping of the animals
- Primary enclosures of animals must be places to protect animals from excessive light as well

D) Shelter from the Elements

- Must always provide adequate shelter from the elements
- Shelter structure must be large enough to allow animals to sit, stand, and lie in a normal manner and turn around freely

E) Interior Surfaces

- Floors and walls must be impervious to moisture
- Ceiling must be impervious to moisture or be replaceable if issues arise

**3.5 Outdoor housing facilities**

Categories of dogs and cats not to be kept outside unless approved by veterinarian:

A) Restrictions

- Dogs or cats that are not acclimated to the temperatures prevalent in an area
- Breeds of dogs or cats that cannot tolerate the prevalent temperatures of the area without stress or discomfort
- Sick, infirm, aged, or young dogs and cats

B) Shelter from the elements

- Must include one or more shelter structures that are accessible to each animal in each outdoor facility
- Large enough to sit, stand, and lie in a normal manner and turn around freely
- Protect them from direct rays of sun, wind, rain, or snow
- Must contain a roof, four sides, and a floor
- Contain clean, dry bedding if temperature is below 35° F

C) Construction

- Housing facility must be impervious to moisture
- Floors of outdoor housing can be made of:
  - Compacted earth, absorbent bedding, sand, gravel, or grass
- Must be replaced if the following are present:
- Prevalent odors, diseases, insects, pests, or vermin
- All surfaces must be maintained on a regular basis

**3.6 – Primary Enclosures**

A) General Requirements

- Must include suitable materials so they are designed and constructed to be structurally sound
- Enclosures must:
  - Have no sharp points or edges that could cause injury
  - Protect the dogs or cats from injury
  - Contain the animals securely, allowing to stand or sit
  - Remain dry and clean
  - Protect from extreme weather conditions
  - Be able to be cleaned and sanitized

B) Additional Requirements For Cats

- Must provide minimum vertical and floor space
- Each enclosure must be at least 24 inches high
- Cats up to 8.8 lbs. must be provided floor space of at least 3.0 square feet
- Cats over 8.8 lbs. must be provided 4 square feet
- No more than 12 adult cats may be housed in the same enclosure
- Enclosure must be elevated for cleaning and sanitation
- Litter box must be cleared and cleaned
- Kittens under 4 months of age may not be housed in the same enclosure as adult cats

C) Additional Requirements for Dogs

- Must provide minimum vertical and floor space. For dogs, you must calculate minimum amount of floor space using the following equation
- Dog's length in inches (tip of nose to base of tail) plus 6 inches x itself. Divide that total by 144.
- Any nursing dog with nursing puppies must be provided extra space; add to 5% of the minimum requirement for the mother
- The interior height of a primary enclosure must be at least 6 inches higher than the head of the dog in the enclosure
- No more than 12 adult dogs in the same primary enclosure

**3.7 – Compatible Grouping**

- A) Female dogs and cats in heat may not be housed with males, except for breeding
- B) Dogs and cats exhibiting over-aggressive disposition should be housed alone
- C) Puppies and kittens 4 months old or less may not be housed in the same enclosure with adult dogs or cats that are not their mother
- D) Animals with diseases must be separated from other animals



### 3.8 – Exercise For Dogs

- Facilities must develop, document, and follow an appropriate plan to provide dogs with exercise
- Dogs over 12 weeks old must have the opportunity for exercise
- If dogs do not have sensory contact with another dog daily, positive physical human contact must happen daily
- Must provide access to a run or open area

### 3.9 – Feeding

- Dogs and cats must be fed at least once each day
- Food must be uncontaminated, wholesome, palatable, and of sufficient quantity and nutritional value to help the animal maintain normal weight
- Feeding pans must be accessible, clean, and sanitized for putting food in

### 3.10 – Watering

- Potable water must be continuously available to dogs
- Potable water, if not continuously available to cats, must be offered to cats no less than two times a day
- Water receptacles must be kept clean and sanitized

### 3.11 – Cleaning, Sanitization, Housekeeping, and Pest Control

- Excrement and food waste must be removed from primary enclosures daily
- Enclosures and food/water receptacles for dogs and cats must be sanitized at least once every 2 weeks
- Washing with hot water (at least 180° F) and soap
- An effective program for pest control of insects and external parasites must be established

## Lesson Two – Animal Welfare Act and Animal Care

# REVIEW: Animal Welfare Act and Animal Care

**15 minutes**

**Purpose:**

Participants work in groups or individually to complete the formula to make sure each dog has the correct size cage.

**Materials:**

- Pen/pencil
- *Cage Sizing Activity Worksheet*
- *Cage Sizing Activity Worksheet – Answer Key*

**Facilitation Steps:** Have participants use what they have learned and taken notes on by asking them to find the right size cages for the certain dogs.

1. Distribute the *Cage Sizing Activity Worksheet* to each participant and have participants work in groups or individually.
2. Give participants 5-10 minutes to complete the worksheet using the formula provided.
3. Optional, after the participants are finished, have them hand in for a graded assignment or go over the assignment as a class to understand the answers.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Cage Sizing Activity Worksheet

Directions:

Follow the math equation to figure out the correct cage size for each animal.

Golden Retriever

42 inches - tip of  
nose to base of tail

Pug

16 inches - tip of  
nose to base of tail

Terrier

29 inches - tip of  
nose to base of tail

FORMULA: 
$$\frac{(\text{nose of dog to base of tail} + 6) \times (\text{nose of dog to base of tail} + 6)}{144}$$

Use the formula and show your work for each cage size needed:

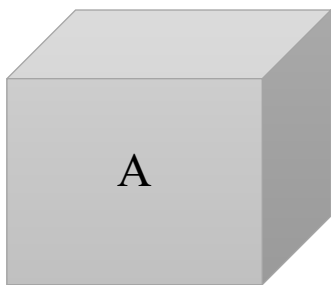
Golden Retriever Cage Size:

Pug Cage Size:

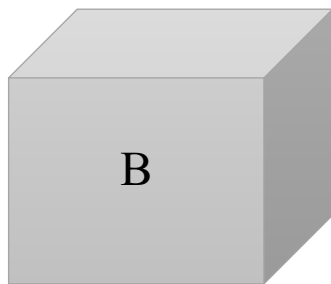
Terrier Size:

## Animal Clinic Design Curriculum

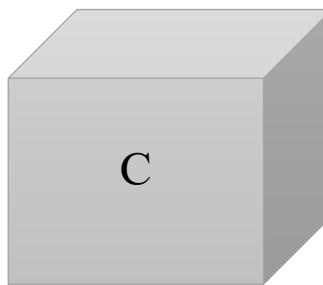
Which of the following cages would be best for each dog?



4 ft long x 3 ft wide



2 ft long x 3 ft wide



5 ft long x 4 ft wide

Golden Retriever: \_\_\_\_\_

Pug: \_\_\_\_\_

Terrier: \_\_\_\_\_

# Cage Sizing Activity Worksheet – Answer Key

Directions:

Follow the math equation to figure out the correct cage size for each animal.

## Golden Retriever

42 inches - tip of  
nose to base of tail

## Pug

16 inches - tip of  
nose to base of tail

## Terrier

29 inches - tip of  
nose to base of tail

FORMULA: 
$$\frac{(\text{nose of dog to base of tail} + 6) \times (\text{nose of dog to base of tail} + 6)}{144}$$

Use the formula and show your work for each cage size needed:

Golden Retriever Cage Size:

$$\frac{(42 + 6) \times (42 + 6)}{144} = \frac{48 \times 48}{144} = \frac{2,304}{144} \quad \text{Answer: 16 square feet}$$

Pug Cage Size:

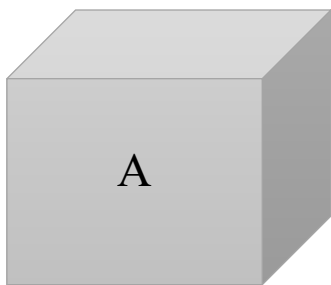
$$\frac{(16 + 6) \times (16 + 6)}{144} = \frac{22 \times 22}{144} = \frac{484}{144} \quad \text{Answer: 3.36 square feet}$$

Terrier Size:

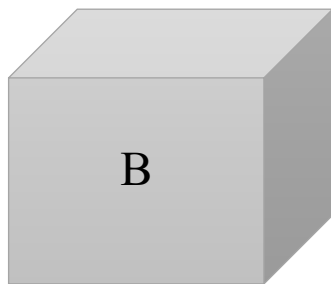
$$\frac{(29 + 6) \times (29 + 6)}{144} = \frac{35 \times 35}{144} = \frac{1,225}{144} \quad \text{Answer: 8.5 square feet}$$

## Animal Clinic Design Curriculum

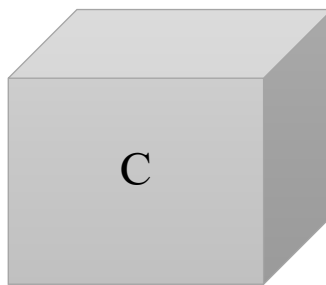
Which of the following cages would be best for each dog?



4 ft long x 3 ft wide



2 ft long x 3 ft wide



5 ft long x 4 ft wide

Golden Retriever: **C**

Pug: **B**

Terrier: **A**

# Lesson Three – Best Practices and Design Options for Animal Clinic Design

## Lesson Overview

*In this lesson, participants will compile the things they have learned about animal clinics and best practices in clinic design as well as design their own animal clinic.*

## Lesson Objectives

After completing this lesson, participants will be able to:

- Identify essential components to a quality animal clinic
- Research special considerations as they relate to designing an animal clinic
- Demonstrate their knowledge through the design of an animal clinic

## Lesson at a Glance

| Activity | Materials                                                                                                                                                                                                             | Preparation                                                                                                                                                                                  | Approximate class time |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| FOCUS    | <ul style="list-style-type: none"><li>• Computer</li><li>• Links to YouTube videos</li></ul>                                                                                                                          | 1. Prepare YouTube videos for viewing                                                                                                                                                        | 10-15 minutes          |
| LEARN    | <ul style="list-style-type: none"><li>• Computers</li><li>• Animal Clinic Design Kit</li><li>• <i>Clinic Layout Planning Form</i></li><li>• Graph Paper - optional</li><li>• Pencils and erasers – optional</li></ul> | <ol style="list-style-type: none"><li>1. Print/photocopy <i>Clinic Layout Planning Form</i> handout for each participant</li><li>2. Gather graph paper, extra pencils, and erasers</li></ol> | 90 minutes             |
| REVIEW   | <ul style="list-style-type: none"><li>• Animal Clinic Design Kit</li><li>• Graph Paper</li><li>• <i>Animal Clinic Design Critique Form</i></li></ul>                                                                  | 1. Print/photocopy <i>Animal Clinic Design Critique Form</i>                                                                                                                                 | 20-30 minutes          |

## Lesson Three – Best Practices and Design Options for Animal Clinic Design

# FOCUS: Introduce Designing an Animal Clinic

10-15 minutes

### Purpose:

Participants will view short videos that demonstrates the beauty and flow of high-quality veterinary clinics. Participants will begin to identify which design elements they desire as they begin to plan their own animal clinic.

### Materials:

- Computer
- Links to YouTube videos

### Facilitation Steps:

1. Tell participants you are going to share short videos that showcase a variety of animal clinic designs. Ask participants to write down a few keywords that describe the design elements and environments they see in the videos.

Suggested videos:

30+ Amazing Veterinary Hospital/Pet Clinic Interior Design Ideas

<https://www.youtube.com/watch?v=XYIls-KdJLM>

Design Details with Hafen and Lewis: Tricks to make your veterinary clinic work

<https://www.youtube.com/watch?v=hvNaSSfklFM>

Design Details with Hafen and Lewis: Ways to keep your veterinary clinic clean

<https://www.youtube.com/watch?v=UwWK0cZ-E14>

1 way veterinary hospital design can go wrong

<https://www.youtube.com/watch?v=BQNwxWROHng>

Interite Healthcare Interiors - Veterinary Clinic Concept Design Journey

<https://www.youtube.com/watch?v=DbNywL9qARQ>

Veterinary hospital design trends: Opulence is out, and personality is back

<https://www.youtube.com/watch?v=Lp20HAOU-dk>

2. Ask participants how they feel after watching the videos. Have them share some of the keywords they wrote down. Are they inspired and ready to create their own clinic space for animals?
3. Allow a few minutes to reflect on a quote from this video:  
<https://www.dvm360.com/view/veterinary-hospital-design-must-include-people-wellness>  
*"We have to design animal hospitals with people wellness in mind."*
4. Ask participants what this means to them. Do they agree or disagree? Why?

Instructor note: If you are unable to access the recommended video, go to step 4 and reflect on the quote provided.



## Lesson Three – Best Practices and Design Options for Animal Clinic Design

# LEARN: Explore Designing an Animal Clinic

1 hour 30 minutes

### Purpose:

This activity will allow participants to compile all their research and learning into one final project: the completion of an animal clinic design that will demonstrate best practice for animals in their care. Participants will practice setting up their animal clinic with the Animal Clinic Design Kit.

### Materials:

- Computers
- Animal Clinic Design Kit
- *Clinic Layout Planning Form*
- Graph paper - optional
- Pencils and erasers – optional

### Facilitation Steps:

1. Distribute to each participant a *Clinic Layout Planning Form*. They should take time to record the necessary details that they will use in the following steps. This can be used by participants as a working document to gather the information needed as they plan their clinic layout.
2. You may provide optional graph paper and pencils as additional resources.
3. When participants have completed their *Clinic Layout Planning Form*, you may proceed to use the Animal Clinic Design Kit.
  - a) Divide the class into five small groups or give individual kits to five participants.
  - b) Each small group or individual should have a dry erase marker, microfiber cloth, design board, photo key card, and set of scaled tiles. 1/2" on the planning board = 1 foot.
  - c) Participants should use the information gathered and best practices learned to lay out the optimal animal clinic design for each space in the clinic.
  - d) The dry erase markers can be used to add details to each room, such as health and safety items and permanent fixtures.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Age Group: \_\_\_\_\_

## Clinic Layout Planning Form

Directions: Use this worksheet to gather the information you will need when designing your space.

| Key Question                                                         | Planning Notes              |     |    |
|----------------------------------------------------------------------|-----------------------------|-----|----|
| What is the size of your clinic?                                     |                             |     |    |
| What type of clinic will it be? Small animal, large animal, or both? |                             |     |    |
| How many animals will be in this space?                              |                             |     |    |
| What type of spaces would you like to include?                       | Space                       | Yes | No |
|                                                                      | Reception area              |     |    |
|                                                                      | Exam room(s)                |     |    |
|                                                                      | Pharmacy                    |     |    |
|                                                                      | Laboratory                  |     |    |
|                                                                      | Treatment room              |     |    |
|                                                                      | Anesthesia preparation room |     |    |
|                                                                      | Surgical room(s)            |     |    |
|                                                                      | ICU                         |     |    |
|                                                                      | Hospital ward               |     |    |
|                                                                      | Boarding facilities         |     |    |
|                                                                      | Radiology and imaging room  |     |    |
|                                                                      | CLINIC SPACE Planning       |     |    |

|                                                                                                                                                                                       |                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>What permanent fixtures are in each space?</b><br><br><b>Sinks</b><br><br><b>Windows</b><br><br><b>Closets/Storage</b><br><br><b>Walls</b><br><br><b>Doors</b><br><br><b>Other</b> | <b>Space and list of fixtures in each space</b> |
|                                                                                                                                                                                       | <b>1</b>                                        |
|                                                                                                                                                                                       | <b>2</b>                                        |
|                                                                                                                                                                                       | <b>3</b>                                        |
|                                                                                                                                                                                       | <b>4</b>                                        |
|                                                                                                                                                                                       | <b>5</b>                                        |
|                                                                                                                                                                                       | <b>6</b>                                        |
|                                                                                                                                                                                       | <b>7</b>                                        |
|                                                                                                                                                                                       | <b>8</b>                                        |
|                                                                                                                                                                                       | <b>9</b>                                        |
|                                                                                                                                                                                       | <b>10</b>                                       |
| <b>What other items (non-permanent) will be in each space?</b><br><br><b>veterinary medical equipment, caging, cabinetry, furnishings, and workstations etc.</b>                      | <b>Space and list of items in each space</b>    |
|                                                                                                                                                                                       | <b>1</b>                                        |
|                                                                                                                                                                                       | <b>2</b>                                        |
|                                                                                                                                                                                       | <b>3</b>                                        |
|                                                                                                                                                                                       | <b>4</b>                                        |
|                                                                                                                                                                                       | <b>5</b>                                        |

|                                                  |                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <b>6</b>                                                                                                                                                                                                                                                              |
|                                                  | <b>7</b>                                                                                                                                                                                                                                                              |
|                                                  | <b>8</b>                                                                                                                                                                                                                                                              |
|                                                  | <b>9</b>                                                                                                                                                                                                                                                              |
|                                                  | <b>10</b>                                                                                                                                                                                                                                                             |
| <b>How much space do you need for each area?</b> | <p><b>List each space and dimensions needed.</b></p><br><div> <div>1.</div> <div>2.</div> </div> <div> <div>3.</div> <div>4.</div> </div> <div> <div>5.</div> <div>6.</div> </div> <div> <div>7.</div> <div>8.</div> </div> <div> <div>9.</div> <div>10.</div> </div> |

## **Lesson Three – Best Practices and Design Options for Animal Clinic Design**

### **REVIEW: Clinic Design Presentation**

**20-30 minutes**

**Purpose:**

Participants will share their clinic design and explain the rationale for the design decisions made.

**Materials:**

- Animal Clinic Design Kit
- Graph paper
- *Animal Clinic Design Critique Form*

**Facilitation Steps:**

1. When participants have completed designing their clinic, have each group or individual present their design and explain their rationale for it. Complete a critique form for each clinic design presented.
2. If desired, have participants transfer their design onto graph paper for a grade or have them take a photo and email it to the you.

## Animal Clinic Design Critique Form

Group/Individual: \_\_\_\_\_

Type of Clinic: \_\_\_\_\_

### Design Strengths

### Design Weaknesses

### Additional Notes:

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