

Canine Vital Signs Curriculum



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This curriculum helps teach proper landmarks for taking canine vital signs. It accompanies the Canine Vital Signs Trainer, which provides hands-on practice learning how to assess a dog's heart rate, breath rate, and temperature. The lesson content also provides information on how to perform canine urine and fecal sample procedures and checks.

Author



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Ochoa also earned her Bachelor of Science from Louisiana Tech University in animal science pre-veterinary medicine. She has experience writing articles and blogs on animal husbandry, pet care, and anything related to veterinary medicine.

Curriculum Structure

The *Canine Vital Signs Curriculum* is composed of the following lessons. Approximate lesson times are included.

Lesson	Title	Approximate Time
One	Landmarks for Vital Signs	95-125 minutes
Two	Proper Heart Rate, Breathing, and Temperature Checks	55-80 minutes
Three	Urine and Fecal Sample Procedures and Checks	95-125 minutes
	Total	4-6 hours

Lesson Structure

Lesson Sections

The actual lesson follows the overview, which contains 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, game, demonstration, or review of previous lesson information. 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 lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

Lesson One – Landmarks for Vital Signs

Lesson Overview

In this lesson, students will learn the correct placement of a stethoscope when checking vital signs.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand why we need to check canine vital signs
- Know the anatomy and correct placement of the stethoscope
- Know how to position a dog to take their vital signs

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Whiteboard and dry erase markers • <i>Stethoscope Diagram</i> • <i>Stethoscope Diagram – Answer Key</i> • <i>Lesson 1 FOCUS</i> slide presentation • Stethoscopes	1. Have a whiteboard available. 2. Print/photocopy the <i>Stethoscope Diagram</i> (one per participant). 3. Prepare the <i>Lesson FOCUS</i> slide presentation for viewing. 4. Have a stethoscope available for reference.	45-60 minutes
LEARN	• <i>Lesson 1 LEARN</i> slide presentation • Canine videos	1. Prepare the <i>Lesson 1 LEARN</i> slide presentation for viewing.	20 minutes
REVIEW	• Canine Vital Signs Trainer • <i>Lesson One Quiz</i> • <i>Lesson One Quiz – Answer Key</i>	1. Have the Canine Vital Signs Trainer available for practice. 2. Print/photocopy the <i>Lesson One Quiz</i> (one per participant). 3. Have the answer key available for reference.	30-45 minutes

Lesson One – Landmarks of Vital Signs

FOCUS: Stethoscope Diagram

45-60 minutes

Purpose:

Get participants to think about why we need to check dogs' vital signs and how to properly use a stethoscope.

Materials:

- Whiteboard and dry erase markers
- *Stethoscope Diagram*
- *Stethoscope Diagram – Answer Key*
- *Lesson 1 FOCUS* slide presentation
- Stethoscopes

Facilitation Steps:

1. Get participants to give suggestions for why dogs need their vital signs checked.
2. Write their suggestions on the whiteboard and discuss them.
3. Remind students that, to take vital signs on a dog, they must know how to properly use a stethoscope. Draw a diagram of a stethoscope on your whiteboard for labeling. Features should include:
 - a. Headset
 - b. Ear tubes
 - c. Earpieces
 - d. Tubing
 - e. Stem
 - f. Diaphragm
 - g. Chest-piece
 - h. Bell
4. Distribute the *Stethoscope Diagram* worksheet.
5. Have participants fill out their worksheets as they raise their hands and guess each part's name and function. Meanwhile, label what they think each part of the stethoscope does on the whiteboard.

6. After all participants have given input, move on to the slide presentation. Notes are included on the slides and below. While teaching from the slides, demonstrate each part of the stethoscope to the class.
7. Have participants fill in their diagram worksheet and review the answers as a class at the end of the presentation.

Slide 1: Introduction slide

Slide 2: Parts of a Stethoscope Video

Allow participants to watch this video (https://www.youtube.com/watch?v=d_6cvoV0Tdw) for an introduction (4:45).

Slides 3-4: Recognize Parts of a Stethoscope
Starting with the earpieces, point out each part of the stethoscope and discuss what it does.

Slide 5: Parts of a Spring Stethoscope

Slide 6: Chest-Pieces

Many stethoscopes have a separate bell and diaphragm. The bell is most effective at transmitting lower frequency sounds, while the diaphragm is most effective at transmitting higher frequency sounds.

Slide 7: Stethoscope Uses

Ask participants what information they think you can collect from listening to these organs.

Slide 8: Auscultation

Briefly mention using a stethoscope to determine a heart rate, check for a heart murmur, hear fluid in the lungs, count respirations, and assess bowel function.

Slide 9: Using a Stethoscope

Slide 10: Proper Stethoscope Care

Tubing, as well as the material of the bell, can easily be damaged by heat, harsh disinfectants, and repeated physical stress (such as hanging). Stethoscopes should **never** be submerged in liquids of any kind.

Slide 11: Sources

Name: _____ Class: _____

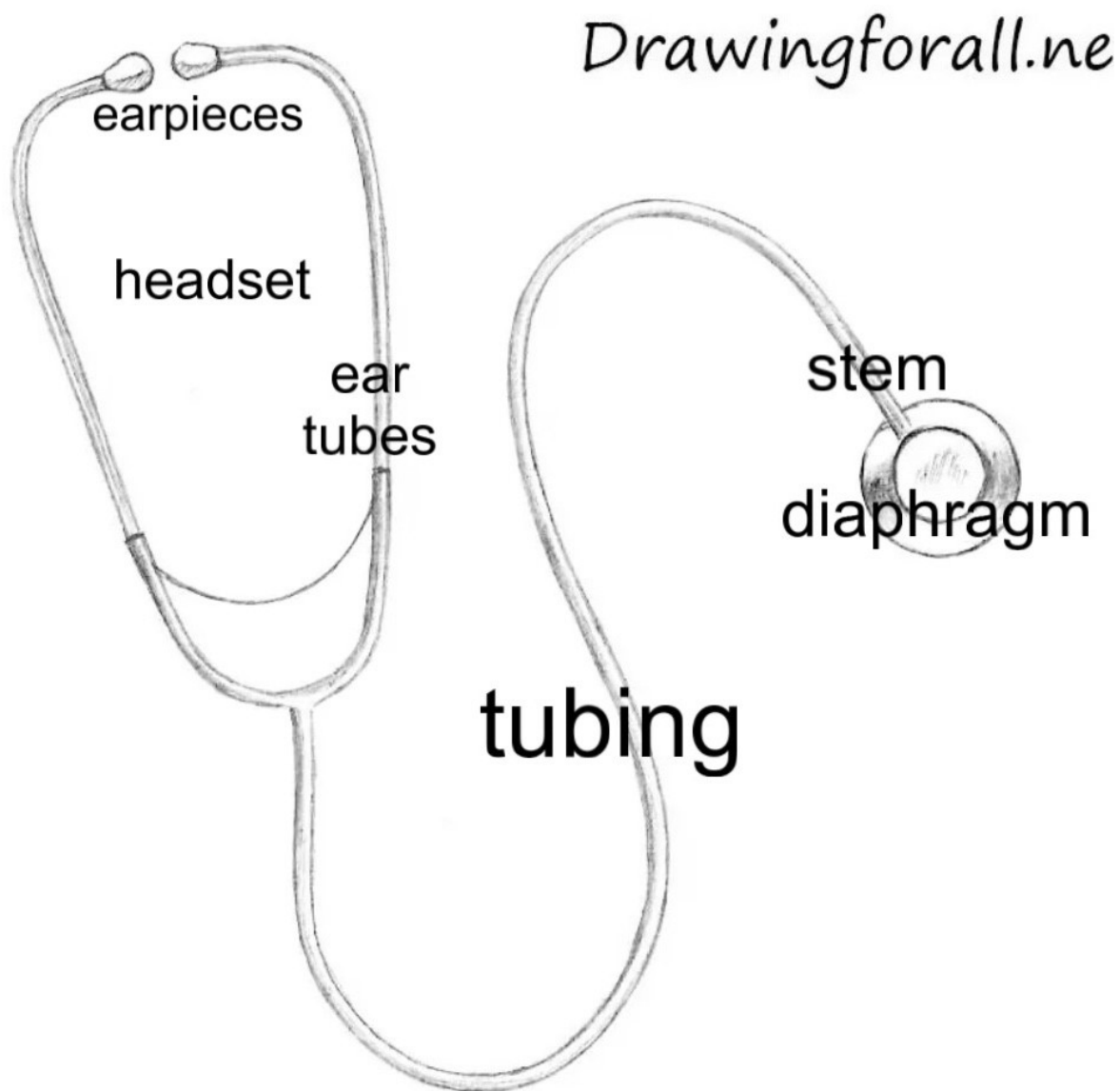
Stethoscope Diagram

Instructions: Label the drawing as you learn the parts of a stethoscope.

Drawingforall.net



Stethoscope Diagram – Answer Key



Lesson One – Landmarks for Vital Signs

LEARN: Slide Presentation

20 minutes

Purpose:

Learn about the proper placement of a stethoscope on a dog.

Materials:

- *Lesson 1 LEARN* slide presentation
- Canine videos

Facilitation Steps:

1. Distribute copies of the slide presentation to each participant.
2. Go through the slide presentation and discuss each slide with the class.

Slide 1: Landmarks of Vital Signs

Slide 2: Why Do Dogs Need Vital Signs Checked

Slide 3: Where To Place a Stethoscope

Inform participants that these are the parts they will learn. Starting with the earpieces, point out each part of the stethoscope and discuss what it does.

Slide 4: Left Side of the Chest

Show participants this brief video:

<https://www.youtube.com/watch?v=uLnkflvBj24>

Slide 5: Where to Listen

Locations of each spot:

- Mitral: Behind the 3rd rib
- Aortic: Behind the 4th rib
- Pulmonic: Behind the 5th rib

Slide 6: Left Side of Chest

Slide 7: Right Side of the Chest

Slide 8: Right Side of the Chest

Slide 9: Summary

3. Share a brief video of a canine physical examination. Here is one example: [Canine Physical Exam](#) (3:47)

Lesson One – Landmarks of Vital Signs

REVIEW: Practice

30-45 minutes

Purpose:

Participants test their newly acquired knowledge on canine vital signs in dogs.

Materials:

- Canine Vital Signs Trainer
- *Lesson One Quiz*
- *Lesson One Quiz* – Answer Key

Facilitation Steps:

1. Break the class into small groups and allow them to practice using a stethoscope on the Canine Vital Signs Trainer.
2. Have participants explain where they place the stethoscope to each other while performing these tasks.
3. Distribute the *Lesson One Quiz*. While small groups are rotating through using the Canine Vital Signs Trainer, others can work on the quiz.
4. Share answers after everyone has completed the quiz.

Name: _____

Class: _____

Lesson One Quiz

Instructions: Answer all questions by circling the correct choice or filling in the information.

1. The part of the stethoscope that is in contact with the patient is called the:
 - a. Binaural
 - b. Earpieces
 - c. Chest-piece
 - d. Stem
2. The part of the stethoscope that is inserted into the listener's ears is/are the:
 - a. Binaural
 - b. Earpieces
 - c. Chest-piece
 - d. Stem
3. The part of the stethoscope that enhances sounds from the patient into the stethoscope is the:
 - a. Earpieces
 - b. Diaphragm
 - c. Stem
 - d. Headset
4. The part of the stethoscope that allows the enhanced sounds to travel from the patient to the listener is the:
 - a. Tubing
 - b. Bell
 - c. Chest-piece
 - d. Binaural
5. Auscultation is:
 - a. Using hands to palpate (feel) for abnormalities on a patient
 - b. Using a stethoscope to listen to organs
 - c. Using a stethoscope to feel for abnormalities on a patient
 - d. Using only an ear to listen to organs
6. The bell of a stethoscope is typically used to listen to _____ frequency sounds.
7. The diaphragm of a stethoscope is typically used to listen to _____ frequency sounds.

8. If a stethoscope has curved earpieces, these should be inserted into the listener's ears facing _____.
9. There are three spots you will listen to with a stethoscope. These three locations are _____, _____, and _____.
10. True or False (circle one): Hanging your stethoscope over the rearview mirror in your car is a good way to store it and always keep it with you.
11. True or False (circle one): Because stethoscopes can transmit disease from one patient to another, they should also be cleaned by submerging them in a strong disinfectant.
12. True or False (circle one): The stethoscope should be placed over the chest on the right side only.
13. True or False (circle one): When listening to the heart, you should start on the left side.

Lesson One Quiz – Answer Key

Instructions: Answer all questions by circling the correct choice or filling in the information.

1. The part of the stethoscope that is in contact with the patient is called the:
 - a. Binaural
 - c. Earpieces
 - d. Chest-piece**
 - e. Stem
2. The part of the stethoscope that is inserted into the listener's ears is/are the:
 - a. Binaural
 - b. Earpieces**
 - c. Chest-piece
 - d. Stem
3. The part of the stethoscope that enhances sounds from the patient into the stethoscope is the:
 - a. Earpieces
 - b. Diaphragm**
 - c. Stem
 - d. Headset
4. The part of the stethoscope that allows the enhanced sounds to travel from the patient to the listener is the:
 - a. Tubing**
 - b. Bell
 - c. Chest-piece
 - d. Binaural
5. Auscultation is:
 - a. Using hands to palpate (feel) for abnormalities on a patient
 - b. Using a stethoscope to listen to organs**
 - c. Using a stethoscope to feel for abnormalities on a patient
 - d. Using only an ear to listen to organs
6. The bell of a stethoscope is typically used to listen to **lower** frequency sounds.
7. The diaphragm of a stethoscope is typically used to listen to **higher** frequency sounds.

8. If a stethoscope has curved earpieces, these should be inserted into the listener's ears facing **forward**.
9. There are three spots you will listen to with a stethoscope. These three locations are **mitral**, **aortic**, and **pulmonic**.
10. True or **False** (circle one): Hanging your stethoscope over the rearview mirror in your car is a good way to store it and always keep it with you.
11. True or **False** (circle one): Because stethoscopes can transmit disease from one patient to another, they should also be cleaned by submerging them in a strong disinfectant.
12. True or **False** (circle one): The stethoscope should be placed over the chest on the right side only.
13. **True** or False (circle one): When listening to the heart, you should start on the left side.

Lesson Two – Proper Heart and Breath Rate and Temperature Check

Lesson Overview

In this lesson, students will learn the proper heart and breath rate and temperature checks on a canine patient.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand how to perform proper techniques to take heart and breath rate and temperature in a dog

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Whiteboard • Dry erase markers • <i>KWL Chart</i>	1. Have a whiteboard available. 2. Print/photocopy the <i>KWL Chart</i> (one per participant).	10-15 minutes
LEARN	• <i>Lesson 2</i> slide presentation • Canine videos	1. Prepare the <i>Lesson 2</i> slide presentation for viewing	15-20 minutes
REVIEW	• Canine Vital Signs Trainer • <i>Lesson Two Quiz</i> • <i>Lesson Two Quiz – Answer Key</i> • <i>KWL Chart</i>	1. Have Canine Vital Signs Trainer available for practice. 2. Print/photocopy the <i>Lesson Two Quiz</i> (one per participant). 3. Have the answer key available for reference. 4. Have the <i>KWL Chart</i> available to complete.	30-45 minutes

Lesson Two – Proper Heart and Breath Rate and Temperature Check

FOCUS: Brainstorm

10-15 minutes

Purpose:

Get participants to think about the proper ways to take heart and breath rate and temperature in a dog.

Materials:

- Whiteboard
- Dry erase markers
- *KWL Chart*

Facilitation Steps:

1. Get participants to raise their hands to offer suggestions on how to take the heart and breath rate and temperature in a dog.
2. Write their suggestions on the whiteboard and discuss them when participants give suggestions.
3. Distribute the *KWL Chart*. Students should fill in what they know about how to take a canine heart and breath rate and temperature as well as what they want to learn.

Name: _____ Class: _____

KWL Chart

What I Know	
What I Want to Learn	
What I Learned	

Lesson Two – Proper Heart and Breath Rate and Temperature Check

LEARN: Slide Presentation

15-20 minutes

Purpose:

Learn the proper techniques to take heart and breath rate and temperature in a dog.

Materials:

- *Lesson 2* slide presentation
- Canine videos

Facilitation Steps:

1. Go through the slide presentation with the class.

Slide 1: Proper Canine Heart and Breath Rate and Temperature

Slide 2: What Are the Proper Vital Signs in a Dog?

Slide 3: Temperature

Slide 4: Breath Rate

Slide 5: How to Take a Respiratory Rate

Slide 6: Heart Rate

Slide 7: How to Take a Heart Rate

2. Show videos of taking vital signs in a dog. Here are some examples:

<https://www.youtube.com/watch?v=5hiAgBL1yY0>

https://www.youtube.com/watch?v=-IB_LBPhyxU

Lesson Two – Proper Heart and Breath Rate and Temperature Check

REVIEW: Practice

30-45 minutes

Purpose:

Participants to practice taking heart and breath rate and temperature.

Materials:

- Canine Vital Signs Trainer
- *Lesson Two Quiz*
- *Lesson Two Quiz – Answer Key*
- *KWL Chart*

Facilitation Steps:

1. Break the class into small groups and allow them to practice taking the heart and breath rate and temperature of the Canine Vital Signs Trainer.
2. Have participants explain the steps to each other while performing them.
3. Distribute the *Lesson Two Quiz*. While small groups are rotating through using the Canine Vital Signs Trainer, others can work on the quiz.
4. Students should also complete the L column of their *KWL Chart* from the FOCUS part of the lesson, indicating what they have learned.
5. Share answers after everyone has completed the quiz.

Name: _____ Class: _____

Lesson Two Quiz

Instructions: Answer all questions by circling the correct choice or filling in the information.

1. The three proper vital signs in a dog are _____, _____, and _____.
2. The breath rate or respiration in a dog will be between _____ breaths per minute.
3. To take a respiratory rate, you count the number of breaths the dog takes in _____ minute(s). We often take the number in _____ seconds and multiply that number by _____ to get the number of breaths per minute.
4. To take the heart rate of a dog, you can use a _____.
5. True or False (circle one): To accurately measure the dog's temperature, a thermometer is inserted into their ear.
6. True or False (circle one): For a dog, a temperature of 100.7° F is normal.
7. True or False (circle one): For canine breath rate, smaller dogs tend to be on the higher end of normal and larger dogs on the lower end.
8. True or False (circle one): The normal heart rate for a small dog is 120-150 BPM.
9. True or False (circle one): The normal heart rate for a large dog is 60–100 BPM.

Lesson Two Quiz – Answer Key

Instructions: Answer all questions by circling the correct choice or filling in the information.

1. The three proper vital signs in a dog are **temperature**, **breath rate**, and **heart rate**.
2. The breath rate or respiration in a dog will be between **15 and 35** breaths per minute.
3. To take a respiratory rate, you count the number of breaths the dog takes in **1** minute(s). We often take the number in **15** seconds and multiply that number by **4** to get the number of breaths per minute.
4. To take the heart rate of a dog, you can use a **stethoscope**.
5. True or **False** (circle one): To accurately measure the dog's temperature, a thermometer is inserted into their ear.
6. True or **False** (circle one): For a dog, a temperature of 100.7° F is normal.
7. **True** or False (circle one): For canine breath rate, smaller dogs tend to be on the higher end of normal and larger dogs on the lower end.
8. True or **False** (circle one): The normal heart rate for a small dog is 120-150 BPM.
9. **True** or False (circle one): The normal heart rate for a large dog is 60–100 BPM.

Lesson Three – Urine and Fecal Sample Procedures

Lesson Overview

In this lesson, students will learn the how to collect and understand what they are looking for in canine fecal and urine samples.

Lesson Objectives

After completing this lesson, participants will be able to:

- Understand the purpose of fecal and urine samples
- Know how to correctly collect these samples

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Whiteboard • Dry erase markers • <i>Pro Group Key Points to Consider</i> • <i>Con Group Key Points to Consider</i>	1. Have a whiteboard available. 2. Print/photocopy the pro and con group key points handouts (one per group assigned).	45-60 minutes
LEARN	• <i>Lesson 3</i> slide presentation • Canine videos	1. Prepare the <i>Lesson 3</i> slide presentation for viewing.	20 minutes
REVIEW	• Canine Vital Signs Trainer • <i>Lesson Three Quiz</i> • <i>Lesson Three Quiz – Answer Key</i>	1. Have the Canine Vital Signs Trainer available for practice. 2. Print/photocopy the <i>Lesson Three Quiz</i> for each participant. 3. Have the answer key available for reference.	30-45 minutes

Lesson Three – Urine and Fecal Sample Procedures

FOCUS: Debate Scenario

50-60 minutes

Purpose:

Get participants to think about the why veterinary professionals collect urine and fecal samples. They will also consider proper ways to collect canine urine and fecal samples.

Materials:

- Whiteboard
- Dry erase markers
- *Pro Group Key Points to Consider*
- *Con Group Key Points to Consider*

Facilitation Steps:

1. Introduce the topic in this debate scenario:
The Ethics and Necessity of Collecting Fecal and Urine Samples in Veterinary Practice

Scenario Overview: In this debate, students will explore the ethical considerations and practical necessity of collecting fecal and urine samples from pets, particularly dogs, in veterinary practice. They will be divided into two groups: one arguing in favor (pro) and the other against (con) the routine collection of these samples.

Background: Veterinarians often collect fecal and urine samples to diagnose and monitor various health conditions in pets. While these practices are common, they raise questions about animal welfare, owner consent, and the overall necessity of such procedures.

2. Divide participants into two groups: Pro and Con.
3. Give each group 10 minutes to prepare their arguments. Provide them with some key points to consider from the handouts.

Pro Group:

- Importance of early diagnosis and treatment of diseases
- Benefits of regular health monitoring
- Non-invasive nature of sample collection
- Improved animal welfare through better health management

Con Group:

- Stress and discomfort for the animal
 - Ethical concerns about owner consent and animal rights
 - Potential for over-reliance on tests instead of clinical judgment
 - Cost implications for pet owners
4. Begin the debate. Each group presents their opening arguments (three minutes each). Open the floor for rebuttals and counterarguments (10 minutes). Each group presents their closing statements (two minutes each).
 5. Facilitate a 10-minute discussion on the key points raised during the debate. Encourage participants to reflect on their own views and any new perspectives they gained.

Highlight the importance of balancing ethical considerations with practical veterinary care.
 6. Summarize the main arguments from both sides. Emphasize the role of veterinarians in making informed and compassionate decisions. Thank the students for their participation and thoughtful contributions.

Key Points for Each Side:

Pro Group:

- **Early Diagnosis:** Collecting samples can help detect diseases early, leading to timely treatment and better outcomes
- **Health Monitoring:** Regular sample collection allows for ongoing monitoring of a pet's health, ensuring any issues are caught quickly
- **Non-Invasive:** The procedures for collecting urine and fecal samples are generally non-invasive and can be done with minimal discomfort to the animal
- **Animal Welfare:** By ensuring pets are healthy, veterinarians can improve their overall welfare and quality of life

Con Group:

- **Animal Stress:** The process of collecting samples can be stressful and uncomfortable for pets, potentially affecting their well-being
- **Ethical Concerns:** There are ethical considerations regarding the consent of pet owners and the rights of animals to not undergo unnecessary procedures
- **Over-Reliance on Tests:** There is a risk of over-relying on tests rather than using clinical judgment and observation
- **Cost:** The cost of regular sample collection can be a burden for pet owners, potentially leading to financial strain

7. **Conclusion:** This debate scenario encourages students to critically evaluate the ethical and practical aspects of collecting fecal and urine samples in veterinary practice.

It fosters critical thinking, empathy, and a deeper understanding of the complexities involved in veterinary care.

Now that students understand the importance of these samples, get participates to offer suggestions on how to collect canine urine and fecal samples.

8. Write their suggestions on the whiteboard and discuss them.

Key Points to Consider

Pro Group

- Importance of early diagnosis and treatment of diseases
- Benefits of regular health monitoring
- Non-invasive nature of sample collection
- Improved animal welfare through better health management

Key Points to Consider

Con Group

- Stress and discomfort for the animal
- Ethical concerns about owner consent and animal rights
- Potential for over-reliance on tests instead of clinical judgment
- Cost implications for pet owners

Lesson Three – Urine and Fecal Sample Procedures

LEARN: Slide Presentation

20 minutes

Purpose:

Participants learn the proper techniques for taking canine fecal and urine samples.

Materials:

- Lesson 3 slide presentation
- Canine videos

Facilitation Steps:

1. Go through the slide presentation with the class.

Slide 1: Introduction slide

Slide 2: Why Do We Check Urine and Fecal Samples?

Slide 3: Urine Samples

These tests can help determine the health of your dog, identifying any signs of underlying disease that may warrant further testing.

Slide 4: How to Collect a Urine Sample

Free catch, catching the urine when the animal urinates, is the easiest method for collecting urine. However, the sample can easily be contaminated.

Urinary catheterization can be very easy on a male dog but not so much in females. Cystocentesis is sticking a needle into the bladder. This requires the use of an ultrasound. In very wiggly patients, this might not be safe.

Slide 5: Fecal Samples

Stool consistency refers to diarrhea or constipation. These samples can help you tell if a dog is having bloody stool or other abnormalities in the stool

Slide 6: How to Collect a Fecal Sample
Not all dogs will poop when on a walk.

2. Share a few of these short videos on how to collect urine and fecal samples from a dog.

[How To Collect A Poo Sample From Your Dog: PDSA Petwise Pet Health Hub](#)

[How To Collect A Urine Sample From Your Dog: PDSA Petwise Pet Health Hub](#)

[Veterinary Procedures - Obtaining a Fecal Sample](#)

[How To.. Collect A Urine Sample From Dog Or Cat](#)

Lesson Three – Urine and Fecal Sample Procedures

REVIEW: Practice

30-45 minutes

Purpose:

Participants practice taking fecal and urine samples.

Materials:

- Canine Vital Signs Trainer
- *Lesson Three Quiz*
- *Lesson Three Quiz – Answer Key*

Facilitation Steps:

1. Break the class into small groups and allow them to practice taking fecal and urine samples on the Canine Vital Signs Trainer.
2. Have participants explain the steps to each other while performing them.
3. Distribute the *Lesson Three Quiz*. While small groups are rotating through using the Canine Vital Signs Trainer, others can work on the quiz.
4. Share answers after everyone has completed the quiz.

Name: _____ Class: _____

Lesson Three Quiz

Instructions: Answer all questions by circling the correct choice or filling in the information.

1. We collect canine urine and fecal samples to check for _____,
_____, and _____.
2. Fecal samples are collected to check for _____,
_____, and _____.
3. One way to collect a fecal sample is to use a fecal loop and insert it into the
_____.
4. Name three things that urine samples are collected to check for.
5. What are two examples of stool consistency?
6. True or False (circle one): Cystocentesis is the easiest method for collecting a urine sample.
7. True or False (circle one): Passing a urinary catheter can be very easy on a female dog but not so much in males.
8. True or False (circle one): Free catch can cause contamination of the urine sample.
9. True or False (circle one): Not all dogs will poop when on a walk.

Lesson Three Quiz – Answer Key

Instructions: Answer all questions by circling the correct choice or filling in the information.

1. We collect canine urine and fecal samples to check for **infection, parasites,** and **underlying diseases.**
2. Fecal samples are collected to check for **parasites, GI infection,** and **stool consistency.**
3. One way to collect a fecal sample is to use a fecal loop and insert it into the **rectum.**
4. Name three things that urine samples are collected to check for.

Urinary tract infections, bladder crystals, abnormal bladder cells, ketones and glucose in the urine, protein in the urine

5. What are two examples of stool consistency?

Diarrhea and constipation

6. True or **False** (circle one): Cystocentesis is the easiest method for collecting a urine sample.
7. True or **False** (circle one): Passing a urinary catheter can be very easy on a female dog but not so much in males.
8. **True** or False (circle one): Free catch can cause contamination of the urine sample.
9. **True** or False (circle one): Not all dogs will poop when on a walk.