

Rabbit Handling, Observation, and Basic Disease Study Guide Organizer

Suggestion for Practicum test oral presentation

Below is a grid to help your group prepare for the practicum test. The goal is to demonstrate competence in handling skills while looking and reviewing symptoms that correlate with the different body systems of the rabbit. Remember, as you observe the respective systems you want to move around the rabbit's body in a systematic way being careful not to miss anything.

Since your presentation is a group presentation, you want to make sure you have the respective pieces on the rubric equally distributed among your team. At all times, your handling should be gentle. Please note, you are being graded on content and skill opposed to speaking skills. However, your speaking should have a smooth flow with all speakers being confident in their knowledge and skill as they present. Your response to potential instructor questions should be quick, confident, and correct with no to little prompting from the instructor. However, your information should be so complete and precise that the instructor does not need to ask questions to gauge understanding.

Category	Student Presenter
Student Appearance: posture, eye contact, attitude, neat dress, no gum, no hat, no nail polish, no excessive jewelry, hair pulled back, long-sleeves	
Remove Rabbit from cage: Place one hand on the belly of the rabbit and one hand on the rump of the rabbit. Lift rabbit up and towards you.	
Carry Rabbit: tuck head under one arm pit, rabbits legs resting on same arm, and support rabbit's weight by placing other hand under rump	
Pose Rabbit: explain body type for breed and demonstrate proper pose, front feet even with eyes, rear feet firmly on table, drop hands to sides and step back	
Check Ears: proper tattoo, ear mites, torn or missing portions	
(Turn Rabbit on Its Back) Check Eyes: proper color, blindness, ulcers, wall eye or marbling, conjunctivitis, and weepy eye	

(Turn Rabbit on Its Back) Check Teeth: broken or missing teeth or any form of malocclusion.	
(Turn Rabbit on Its Back) Check Front Legs & Toenails: bone density, 4 toenails & 1 dewclaw, broken toes, missing nails, straightness of legs	
(Turn Rabbit on Its Back) Check Chest & Abdomen: abscesses, tumors, abnormalities, blemishes, pigeon breast, mastitis (does)	
(Turn Rabbit on Its Back) Check Rear Legs, Hocks & Toenails: 4 toenails, dewclaw on front feet, broken toes, toenails, sore hocks, straightness of legs	
(Turn Rabbit on Its Back) Check Sex: sex rabbit, vent disease, hutch burn, split penis, 2 descended testicles in senior bucks and none or both descended in junior bucks	
Check Tail: straightness, wry, bobbed, dead or broken	
(Turn Rabbit to Posed Position) Check Fur and condition: describe fur type (rollback, flyback, rex, standing, wool), density, texture, hutch stain, molt, fur mites, stray white hairs or smut	
(Turn Rabbit on Its Back) Check Nose: snuffles	

Rabbit Handling, Observation and Basic Disease Practicum

65 points

Essential Question: What are indicators of good rabbit health and how do you utilize the ARBA standard to implement the observation?

Background: The purpose of this practicum is to practice animal handling techniques, practice animal observation skills, and recognize basic rabbit diseases.

AFNR Standards:

- AS.06.03.01.a. Identify and summarize how an animal’s health can be affected by anatomical and physiological disorders.
- AS.07.01.01.a. Identify and summarize specific tools and technology used in animal health management.
- AS.07.01.01.b. Describe and demonstrate the proper use and function of specific tools and technology related to animal health management.
- AS.07.01.01.c. Select and use tools and technology to meet specific animal health management goals.
- AS.07.01.02.a. Explain methods of determining animal health and disorders.
- AS.07.01.02.b. Perform simple health-check evaluations on animals and practice basic emergency response procedures related to animals.
- AS.07.01.02.c. Determine when an animal health concern needs to be referred to an animal health professional.

Handler(s):

Date:

Posing of rabbit varies based on type of rabbit. For a compact rabbit, the rear feet should be directly in line with the hip bones above. The front feet should be aligned with the eyes. The rabbit should not be stretched out but may be pushed up if it has a compact body type. If student fails to have rabbit in proper pose, they can lose a maximum of 1 point.

	Exemplary	Proficient	Emerging	Novice or not evident	Student score
Proper attire (2 points)	Student is dressed properly to handle rabbits. They have good posture and a positive attitude. They are not chewing gum, not wearing a hat, not wearing nail polish, not wearing excessive jewelry, hair is pulled back, and they are wearing long sleeves (2 points/- .25 for failure of any of the following).	Student is dressed properly to handle rabbits. They have good posture and a positive attitude. They are not chewing gum, not wearing a hat, not wearing nail polish, not wearing excessive jewelry, hair is pulled back, and they are wearing long sleeves (2 points/- .25 for failure of any of the following).	Student is dressed properly to handle rabbits. They have good posture and a positive attitude. They are not chewing gum, not wearing a hat, not wearing nail polish, not wearing excessive jewelry, hair is pulled back, and they are wearing long sleeves (2 points/- .25 for failure of any of the following).	Student is not dressed properly to handle rabbits. They have poor posture and a negative attitude. They are chewing gum, wearing a hat, wearing nail polish, wearing excessive jewelry, hair is not pulled back, and they are wearing short sleeves (2 points/- .25 for failure of any of the following).	
Removing the rabbit from a cage (3 points)	Student can remove rabbit from cage by putting one hand on the belly and the other hand on the rump for support. . If the rabbit cannot be easily removed from cage, students cover eyes with cloth to assist them with calming the rabbit for pick up. When returning the rabbit to the cage, student places rabbit back in cage hindquarters first. Student can answer the following questions. EI-When breeding rabbits, do you place the male in the female’s cage or vice versa? Why? (3 points/--.5 deduction for not answering question correctly)	Student removes rabbit from cage by using a loin grab. Student places rabbit back into cage head first. (2 points).	Student removes rabbit from cage by the scruff of the neck. Student needs help to put rabbit back into the cage (1 point)	Student cannot remove a rabbit from a cage (0 points)	

Carrying the rabbit (4 points)	Student carries rabbit in his arms so that the feet and body of the rabbit are clearly supported and head of rabbit is tucked under their arm. Other arm is resting on rabbit's back for support. (4 points)	Student carries rabbit in his arms so that the feet and body of the rabbit are clearly supported. Student explains why proper handling is so important to the overall health of the animal. (3 points)	Rabbit is in the student's arm, but the legs are not appropriately supported. (2-1 point)	Student refuses to carry rabbit or rabbit is out of control and not resting on student's arm. (0 points)	
Ear examination (3 points)	With rabbit in posed position, student checks ear and can name common diseases that have signs and symptoms on the ear of the rabbit. They are familiar with ear parasites and have considerable knowledge on them. They can also read a legible tattoo. Student can explain wry neck and the causes of wry neck. (3 points/--.5 deduction for not answering question correctly)	(4 points) With rabbit in posed position, student checks ear to see if ear is clean, tattooed (student can read legible tattoo), and free of ear mites. Student answers the following question correctly PI-What type of parasite is an ear mite? (2 points/--.5 deduction for not answering question correctly)	With rabbit in posed position, student checks ear but cannot read legible tattoo or explain why it's important to check a rabbit's ear on a regular basis. (1 point)	Student refuses to check rabbit's ear. (0 points)	
Turning the rabbit over (5 points)	With rabbit head facing the student, he/she lifts rabbit for examination effortlessly with precision and control, placing ears between the fingers of one hand and using the other hand to lift and support the rump so that the weight of the rabbit is clearly stabilized. The rabbit is then placed on its back with weight being supported by the table or the student's arm. Rabbit is under control always. (5 points)	With rabbit head facing the student, he/she lifts rabbit for examination, place ears between the fingers of one hand, uses the other hand to lift and support the rump so that the weight of the rabbit is clearly stabilized. The rabbit is then placed on its back with weight being supported by the table. However, rabbit flips back over once because the student did not use their arm to stabilize the rabbit to help control the rabbit. (4 points)	Student lifts rabbit for examination, using two hands, one on ears and the other on the rump. They fail to have the rabbit facing them, they perform the task with anxiety, they lack control, or perform the task in a manner that appears to show discomfort for the rabbit. (3-2 point)	Student refuses to lift rabbit for examination, student lifts rabbit with one hand, or student uses method other than the one outlined in the <u>ARBA Standard of Perfection</u> . (1-0 points)	
Eye examination (3 points)	Properly lifting and restraining the rabbit, the student clearly looks at each eye and recognizes the name of common eye diseases, blindness, and ulcers. Student explains the eye condition of the rabbit they are handling (3 points)	Properly lifting and restraining the rabbit, the student clearly looks at each eye of the rabbit and names one common eye health issue. (2 points)	Student glances at eyes of rabbit or while examining they fail to properly lift and restrain the rabbit. Student has no knowledge of common eye health issues. (1 point)	Student does not check eyes of the rabbit. (0 points)	
Nose examination (3 points)	With the rabbit resting on its back on the table or in the student's arms, he/she checks the nose of the rabbit by placing a finger on each side of the nostril and pulling back the skin towards the side of the rabbit's face. Students can determine if the rabbit has an illness and name a common respiratory illness. Student can identify the leading respiratory killer of rabbits and site an additional indicator of this disease. (3 points/--.5 deduction for not answering question correctly)	With the rabbit resting on its back on the table or in the student's arms, he/she checks the nose of the rabbit by placing a finger on each side of the nostril and pulling back the skin towards the side of the rabbit's face. (2 points)	Student checks nose without resting the rabbit on its back or the student checks nose without using two fingers to properly spread the nostrils. (1 point)	Student fails to check nose. (0 points)	

Bite and teeth examination (4 points)	<p>With the rabbit resting on its back on the table or in the student's arms, student uses two fingers on one hand to pull skin around mouth back to check the bite of the rabbit. Student recognizes proper bite and bite problems such as malocclusion or a chipped tooth, which are outlined in the <u>ARBA Standard of Perfection</u>. Student can answer the following questions: Should rabbit with bad bites be kept for breeding, why or why not? What are environmental causes of malclusion? (4 points/- .5 deduction for not answering question correctly)</p>	<p>With the rabbit resting on its back on the table or in the student's arms, student uses two fingers on one hand (placing fingers to the left and the right of the mouth) to pull skin around mouth back to check the bite of the rabbit. (3 points)</p>	<p>Student checks bite of the rabbit exposing the teeth. However, they do not properly lift or restrain the rabbit, they appear anxious and/or they push up on the nose to expose teeth or they pull down on the skin below the mouth. (2 points)</p>	<p>Student refuses to check bite or they simply just look at the mouth of the rabbit without fully exposing teeth. (0-1 point)</p>	
Limb and nail examination (4 points)	<p>With the rabbit resting on its back on the table or in the student's arms, he/she checks for broken toes, toe nails and dewclaw. Student demonstrates how to properly trim toe nail and explains the anatomical structure of the nail. (4 points)</p>	<p>With the rabbit resting on its back on the table or in the student's arms, he/she checks for broken toes, toe nails and dewclaw, clearly examining each one. Student can answer the following question. A rabbit has four nails and a _____. (3 points/--.5 deduction for not answering question correctly)</p>	<p>Student checks toe nails and dewclaw, but fail to look at each one individually or student checks for broken toes and toe nails without properly lifting and restraining the rabbit. (2-1 point)</p>	<p>Student refuses to check toe nails. (0 points)</p>	
Belly examination (4 points)	<p>Properly lifting and restraining the rabbit with its back on the table, the student checks belly for abscesses, pigeon breast, mastitis, or ruptures. Student is able to identify condition and cause of such condition. (4 points-checking and defining is worth 1 point each)</p>	<p>Properly lifting and restraining the rabbit with its back on the table, the student checks belly for abscesses, pigeon breast, mastitis, or ruptures, but lacks knowledge on each of the four. (3 points)</p>	<p>Student checks belly without placing rabbit on its back, student mistakes rib cage or teat as abscess, mastitis, pigeon breast, or rupture, and/or student fails to uniformly check the belly of the rabbit. (2 points)</p>	<p>Student fails to check belly for abscess, ruptures, mastitis, and pigeon breast. (0 points)</p>	
Sexing and vent examination (4 points)	<p>Properly lifting and restraining the rabbit with its back on the table, the student checks the sex of the rabbit by using to fingers to separate the hair around the genital area. Student identifies rabbit with a slit as a doe and a rabbit with penis and testicle as a buck. Student identifies any health problems, such as infections in the genital area, or diarrhea. Student knows the difference between vent disease and hutch burn. Student checks anus of rabbit. Student can answer the following questions: EI-What is a bilateral and unilateral cryptorchid? At what age do you make this judgment? EII-Student identifies at least one common cause of diarrhea in rabbits. (4 points/--.5 deduction for not answering question correctly)</p>	<p>Properly lifting and restraining the rabbit with its back on the table, the student checks the sex of the rabbit by using to fingers to separate the hair around the genital area. Student identifies rabbit with a slit as a doe and a rabbit with penis and testicle as a buck. Student checks anus of rabbit. Student can do the following: EI-Explain vent disease and how to treat it. (3 points/--.5 deduction for not answering question correctly)</p>	<p>Properly lifting and restraining the rabbit with its back on the table, the student checks the sex of the rabbit however they sex the rabbit incorrectly or cannot identify rabbit genitalia properly (.25 deduction). Student calls buck male and doe female (.25 deduction). They check the anus of the rabbit. (2 points)</p>	<p>Student fails or refuses to sex rabbit or reaches hand between back legs to feel for genitalia. Student refuses to check anus. (0-1 points)</p>	

<p>Checking leg straightness (3 points)</p>	<p>Properly lifting and restraining the rabbit with its back on the table, the student extends front legs of rabbit to check for straightness, checks straightness of hind legs by rubbing finger down along the flank and pushing the legs downward (or uses palm of head to push down on foot of rabbit and watches rabbits reflex), and checks the rabbit for sore hocks. Student identifies structural faults or strengths. Student can answer the following questions: EI- A rabbit that has patches of hair missing on their hocks is known to have _____ hocks. EII- A rabbit's hind legs should be _____ opposed to cow hock. (3 points/- .5 deduction for not answering question correctly)</p>	<p>Properly lifting and restraining the rabbit with its back on the table, the student extends front legs of rabbit to check for straightness, checks straightness of hind legs by rubbing finger down along the flank and pushing the legs downward (or uses palm of hand to push down on foot of rabbit and watches rabbits reflex), and checks the rabbit for sore hocks. (2 points)</p>	<p>Properly lifting and restraining the rabbit with its back on the table, the student feels and looks at legs but fails to use proper procedures outlined in the <u>ARBA Standard of Perfection</u>. (1 point)</p>	<p>Student fails to or refuses to check legs. (0 points)</p>	
<p>Tail examination (1 point)</p>	<p>Student checks the tail while the rabbit is in posed position and describes a screw tail, bobbed tail, broken tail, or dead tail. (1 point-.25 deduction for not explaining one properly)</p>	<p>Student checks the tail while the rabbit is in posed position and describes a screw tail, bobbed tail, broken tail, or dead tail. (1 point-.25 deduction for not explaining one properly)</p>	<p>Student checks the tail while the rabbit is in posed position and describes a screw tail, bobbed tail, broken tail, or dead tail. (1 point-.25 deduction for not explaining one properly)</p>	<p>Student checks the tail and describes a screw tail, bobbed tail, broken tail, or dead tail. (1 point-.25 deduction for not explaining one properly)</p>	
<p>Fur and condition examination (2 points)</p>	<p>With rabbit in posed position, student checks hydration by pulling skin (.5 points). Student checks condition of the rabbit by feeling the spine and hips while the rabbit is in the same position. Student is an expert at evaluating the body condition of a rabbit (.5 points). Student checks fur by rubbing hand up across the rabbit's back against the natural lay of the fur (.4 points). Student can evaluate fur characteristics density (.1 point) and texture (.1 point) and explains fur mites (.1 point). Student knows fur type (.1 point) of the rabbit they are handling and can describe and notice hutch stain (.1 point), and sun burn (.1 point). (2 points)</p>	<p>With rabbit in posed position, student checks condition and hydration. Student also checks fur by rubbing hand up across the rabbit's back against the natural lay of the fur explaining what they see in relation to texture and density. Student can explain what fur mites look like and how they impact the health of the rabbit. (1.5 points)</p>	<p>With rabbit in posed position, student checks hydration and condition. Student also checks fur by rubbing hand up across the rabbit's back with the natural lay of the fur although student fails to exhibit consistency and precision in checking the fur. (1.3 points)</p>	<p>Student does not check fur of rabbit. (0 points)</p>	

Check brick:

Student was organized in their observation. While the order suggested is outlined in the steps above, they may deviate if their system made sense and nothing of importance was ignored. /5

Other questions/Skills:

1. The best form of medicine is preventative medicine. Explain why? What is an example of preventative medicine? /5
2. How do rabbits get hair balls? How can you prevent hair balls? How do you treat for hair balls? /3
3. Student can take rectal temperature on the rabbit? YES NO /5
4. Student can administer oral medication such as Laxatone/Dewormer? /5
5. Student can trim toe tails of rabbit and properly restrain rabbit while trimming toe nails? /5