Modification history

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| Release | Comments |
| Release 1 | This version released with ACM Animal Care and Management Training Package Version 3.0. |

| ACMINF3XX | Promote environmental health and safety for community animals in remote communities |
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| Application | This unit of competency describes the skills and knowledge required to promote health and safety related to community animals in remote Aboriginal communities. It focuses on basic infection prevention and control for community animals (mainly dogs and cats) and humans and covers knowledge of cultural issues and the need to work collaboratively within remote communities.  The unit applies to individuals who are involved in providing advice related to human health, education and/or animal management in remote Aboriginal communities. They work under broad direction, take responsibility for their own work, solve routine problems and use discretion and judgement in the use of available resources.  No occupational licensing, legislative or certification requirements apply to this unit at the time of publication. |
| Prerequisite Unit | Nil |
| Unit Sector | Infection control (INF) |

| Elements | Performance Criteria |
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| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Identify a community's basic animal environmental health and infection control requirements | 1.1 Identify the community's attitude and relationship to community animals  1.2 Compare and contrast community attitudes to own attitudes and identify potential areas of difference when relating to the local community.  1.3 Identify key issues related to the health and condition of animals and local community priorities  1.4 Establish rapport and trust with the local community to carry out own work |
| 2. Handle or interact with community animals safely | 2.1 Observe animal behaviour before approaching or handling to assess risks to safety of self or other people or animals  2.2 Select and fit clothing, footwear, and personal protective equipment when in contact with animals and animal body fluids and excrement to minimise injury and infection  2.3 Use appropriate personal hygiene practices when handling or interacting with community animals  2.4 Apply basic dog training and behaviour principles when approaching or handling dogs to ensure safety  2.5 Apply behaviours and techniques to behaviours to avoid attacks, bites and perceived threats to animals |
| 3. Provide animal environmental health and infection control advice to community members | 3.1 Check condition, health and signs of diseases in individual community animals  3.2 Provide advice on treating common skin and parasitic infections to individual community members  3.3 Explain how to contact a veterinarian for more serious animal health conditions  3.4 Explain the benefits to the community and promote the use of available population control and treatment services |
| 4. Provide hygiene and infection control advice to community members | 4.1 Identify opportunities to build awareness of the link between animal and human health and the adoption of good hygiene relating to animal care  4.2 Model correct personal hygiene and safety when handling or interacting with animals  4.3 Provide advice to individual community members on basic hygiene and infection control for self and family members  4.4 Provide advice on seeking medical assistance for signs of zoonotic diseases |
| 5. Consult to provide ongoing culturally appropriate community awareness activities | 5.1 Seek permission to interact or handle animals according to community requirements and practices  5.2 Involve community members in activities to improve care for animals, prevent and minimise the transmission of diseases and promote responsible animal ownership  5.3 Use communication techniques and work practices that show respect for the culture of the community and other team members  5.4 Provide feedback to supervisor and service providers to increase cross-cultural awareness in animal environmental health and management services |

| Foundation Skills  This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria. | |
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| Skill | Description |
| Reading | * Interpret instructions on product labels and packaging |
| Oral communication | * Explain information in culturally appropriate language and terms for the audience |
| Numeracy | * Estimate the number of community animals and changes over time |
| Navigate the world of work | * Recognise the need to incorporate and respect the cultural views of different communities * Understand the nature and purpose of own role and associated responsibilities relating to safety and animal welfare within the community context |
| Getting the work done | * Plan and prioritise work tasks, adapting to contingencies and changing circumstances to achieve outcomes * Use basic technologies to report and record information related to work role |

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| Unit Mapping Information | | | |
| Code and title current version | Code and title previous version | Comments | Equivalence status |
| ACMINF3XX Promote environmental health and safety for community animals in remote communities | Not applicable | New unit | No equivalent unit |

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| Links | Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103 |

| TITLE | Assessment requirements for ACMINF30X Promote environmental health and safety for community animals in remote communities |
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| Performance Evidence | |
| An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:   * identified and provided information to community members about improving the health and condition of individual dogs or community animals on at least two occasions * provided basic advice on hygiene and infection control to at least two individual community members including one child and one adult * consulted with community members about appropriate strategies and delivered at least one basic education or community awareness activity on the importance of healthy animals to the health of people to two individuals or one group. | |

| Knowledge Evidence |
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| An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:   * cultural significance and attitude to community animals (particularly dogs), in Aboriginal communities, including: * dreaming and creation knowledge, sacred / totem animals, 'skin names' * physical security and spiritual protection * companionship/friendship bonds * assist with hunting * differences between dingoes and domestic dogs * importance of understanding Aboriginal community context: * impact of cultural beliefs on uptake of animal care services * cultural events that can impact on timing of services * limited access to veterinary services * adjustment to loss of traditional lifestyle and legacy animal control programs * geographic isolation, climatic conditions * issues associated with unmanaged animals, including: * overpopulation, unwanted animals and strays * disease for both humans and animals * injuries which left untreated, lead to subsequent suffering * nuisance - noise from barking, fighting and mating * litter and faeces * threat of attack * dangers during car chasing * conservation issues related to introduced animal species * stress - grief over sick or dying animals * common community animal infections and diseases, including: * skin sores and infections caused by parasites including mange (animals) and scabies (humans) * fleas and ticks * worms - hook worm, round worm * treatments for common animal infections and diseases * how animals spread disease, including: * excrement / diarrhoea * mixing with other animals * spreading rubbish * close contact with humans * prevention techniques, including: * personal hygiene - hand washing * avoiding close contact with animals * providing fresh water * cleaning animal bedding and blankets * disposing of excrement * feeding regularly to minimise scavenging * working safely with community animals, including: * recognising basic emotions and body language for aggressive, 'cheeky', scared and friendly animals * types of dog behaviour - protective/territorial behaviours, pack behaviour * handling techniques for moving, holding and transporting * diversion tactics and techniques for diffusing and avoiding problems * methods used to control and manage animal populations in communities, including: * animal registration and micro chipping * surgical desexing and intravenous contraception * euthanasia * ways to communicate information in remote communities, including: * using culturally appropriate language and communication methods * inclusive activities and role of elders * range of service providers involved in animal health and management, including: * veterinarians and veterinary workers * Non-Government Organisations (NGOs) * local councils * state, territory and Australian government departments. |

| Assessment Conditions |
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| Assessment of skills must take place under the following conditions:   * physical conditions: * skills must be demonstrated in a remote community environment or an environment that accurately represents remote community conditions * resources, equipment and materials: * community animals and relevant case studies * relationships: * community members * supervisor.   Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.  In addition, assessment must involve persons approved of by relevant local community elders. |

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