

Connecting to Workplaces:

Validating Outcomes Demonstrations with Employers



Pet Groomer Demonstration

LBS Levels 3/4

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**Meeting Employers' and Employees' Needs
...Now and in the Future**



Literacy Network Northeast



Far Northeast Training Board (FNETB)

Acknowledgements

Pet Groomer Demonstration

Description of Demonstration Activities:

In this demonstration, the learner is required to successfully carry out several work related tasks: reading a message, scheduling appointments, recording information on a customer's record, completing an invoice, reading a grooming chart and making appropriate tool and equipment selections, reading product label information and directions for use, and providing information to customers about their pets' grooming needs.

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All demonstrations can be found on the following websites:

<http://demonstrations.alphaplus.ca/DemonstrationBank/>

or

<http://www.nt.net/literacy/>

We would like to acknowledge the employers that helped make this project a success.

Beljay Kennels, Timmins

Lora's Pet Grooming, Porcupine

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Table of Contents

Essential Core Skills Chart	1
Assessment Preamble	3
Demonstration Overview	4
Assessment	5
Practitioner Instructions	6
Learner Information and Instructions	8
Grooming Chart and Price List Information Activities	9
Appointment Book and Client Information Card Activities	13
Grooming Product Label Activities	18
Learner’s Self-Reflection	20
Answer Key	21
Appendix A: Suggested Resources for Learning Activities:	24

Essential Core Skills Chart

Pet Groomer Profile

Participating employers ranked these essential skills in order of importance. This order may change according to each individual company or employer. The Connecting to Workplaces Project focused on the identified top five skills. Take note that what is of importance to employers may extend beyond the skills, abilities or knowledge LBS programs can provide and may require partnering with other programs.

Essential Core Skills Chart

	HRSDC Essential Skills	Most Important → Important				
Most Important ↓	Time Management	Be on time	Take initiative	Work independently	Maintain attendance	Take responsibility for own work
	Writing Skills	Complete simple forms	Make journals, keep logs	Write directions, instructions	Write notes, messages	Complete charts
	Math Skills	Make calculations with dollars	Operate a cash register	Process payments	Multiply and divide	Add & subtract with carrying
	Reading Skills	Read forms, labels	Read, follow instructions, directions	Read manuals on pet care	Read policies, regulations	Read correspondence
	Important	Additional Skills	Foster successful client relationships	Listen, understand information	Be alert, conscious at all times	Provide clear information

- Within LBS mandated reading, writing and numeracy skills
- Within LBS mandated speaking and listening skills
- Within LBS mandated problem-solving teamwork, critical thinking
- Outside of LBS mandate, but possible with partnership

“Pet Groomer” profile continues on next page.

Pet Groomer Profile (continued)

More Workplace Information from Participating Employers

Methods most often used to train employees:

(In order of importance)

1. Job Shadowing
2. Video

Requirements most employers look for:

1. Own Transportation
2. WHMIS
3. First Aid
4. Bondable
5. Grade 12

Courses employers most often provide to employees:

1. WHMIS
2. Basic Pet Grooming/Cleaning
3. Training on cash

Number of employers who stated they would hire applicants who do not have a Grade 12 equivalent:

Yes — 2 employers No — 0

Number of employers who would consider applicants who could demonstrate or submit their demonstration results:

Yes — 2 employers No — 0

Employers also base their hiring decisions on:

Experience with animals, no fear of animals (being scratched, bitten, etc)
positive attitude, willingness to learn, basic grooming skills

Assessment Preamble

More about pre-demonstration training and assessment:

Assessing a learner's performance in accordance with expectations in a real-world place of employment is more complicated than assessing the learner's work for academic purposes where 6 out of 10 is a pass. How do instructors determine what constitutes a pass for demonstrations of employment-related activities and skills? How do they know where to draw the line between what is good enough in a particular job and what is not? There is no simple answer. Instead, the answer lies in the relative importance placed by each individual employer on the overall significance of various tasks and duties in pursuit of desired company objectives. It is not something that others outside the company are necessarily aware of. Until more of that information is available, instructors may need to rely on their own good common sense in helping learners determine an appropriate level of performance for employment-related activities.

Assessment of workforce demonstrations is also challenging for instructors because of inconsistencies across employment sectors. What is acceptable in one workplace setting may not be acceptable in another. What is high on the priority list in one setting may not factor in much at all in another. Even within same industries, specific expectations and required levels of performance will not be consistent location to location. For that reason, the assessment of end-of-training or employment-readiness demonstrations should be less concerned with measuring discreet elements of separate learning outcomes and more interested in recognizing the learner's overall successful accomplishment of each integrated employment-related task.

Success in the workforce involves not only understanding and being able to meet the particular demands of the job but also being aware of and avoiding serious mistakes that could put the job in jeopardy. For that reason, an important aspect of pre-demonstration training should involve helping the learner: 1) recognize relative levels of importance associated with different job duties and tasks, 2) become aware of the level and quality of performance that is expected, and 3) anticipate possible outcomes or repercussions for different kinds of mistakes.

Discuss, or research and discuss, the role each skill plays and its relative importance in the overall success of day-to-day work. Identify mistakes that might constitute a fireable offence. Take these discussions into account when you assess the learner's performance on this demonstration.¹

1. Jane Barber, *Connecting to Workplaces: Validating Outcomes Demonstrations with Employers*, Chambermaid/Housekeeping Cleaner Demonstration, 2005

Demonstration Overview

Pet Groomer Skills Demonstration

Description of Occupation:

Pet Groomers shampoo, clip and groom dogs, cats, and other pets to improve and maintain their hygiene. They trim nails, clean ears, brush teeth, and express anal glands. They bathe, cut, comb, style, and blow-dry the animals' coats. Pet Groomers answer enquiries from the public and schedule appointments. They record customer information and discuss grooming requirements and desired styles with pet owners. Recording each pet's name, sex, breed and disposition is required — including any information about health problems.¹

Description of Demonstration Activities:

This demonstration is designed for a learner whose employment goal is to obtain an **entry-level position** as a Pet Groomer. In this demonstration, the learner is required to successfully carry out several work-related tasks in order to show he/she has the skills and abilities to work as an **entry-level Pet Groomer**.

The activities center around day-to-day workplace duties and responsibilities: reading a message, scheduling appointments, recording information on a customer's record, completing an invoice, reading a grooming chart to make appropriate tool and equipment selections, reading product label information and directions, providing information to customers about their pets' grooming needs, and interacting with customers to foster successful client relationships.

How does this demonstration reflect employment practices?

Employers and trainers have identified the importance of **time management skills** (working independently, organizing work, fostering successful client relationships), **communication skills** (receiving instructions, receiving information from clients and co-workers, and providing clear information), and **reading, writing, and numeracy skills** (completing forms, reading and following instructions, and making money calculations) as some of the most crucial factors in determining the success of an **entry-level Pet Groomer**. This demonstration requires the learner to understand and apply procedures and techniques necessary in the day-to-day operation of a Pet Grooming business.

How does this demonstration relate to literacy tasks?

This demonstration incorporates the use of authentic workplace materials: customer records, price lists, invoices, equipment charts, product labels. In addition, the learner will need to refer to a calendar.

Refer to Appendix A for suggested learning activity resources that would be suitable for learners to practice prior to attempting this demonstration.

1. Canada Career Consortium <www.careerccc.org/careerdirections>

Learner Name _____ Date Completed _____

Assessment

Successful completion of this demonstration shows that the learner is able to combine the necessary literacy, numeracy and personal skills in order to accomplish some of the daily on-the-job tasks required to work as an entry-level Pet Groomer.

Use the chart below to determine if the learner was able to complete the required skills that are part of the demonstration. Check the skills that were completed successfully. Make any additional comments in the area provided. The learner must demonstrate all of the required skills to be considered successful in this demonstration.

Reading Skills (LBS level 4)	Writing Skills (LBS level 3)	Numeracy Skills (LBS level 3)	Speaking & Listening Skills (LBS level 3)	Self-Management and Self-Direction (LBS level 3)
<input type="checkbox"/> Reads and understands information in documents, texts, charts and forms	<input type="checkbox"/> Completes more complex forms and charts	<input type="checkbox"/> Adds, subtracts, multiplies and divides multi-digit numbers and decimals	<input type="checkbox"/> Provides specific, detailed information or clear instructions	<input type="checkbox"/> Locates necessary information and uses it to make appropriate decisions
<input type="checkbox"/> Reads and follows directions and instructions	<input type="checkbox"/> Writes instructions and brief messages	<input type="checkbox"/> Performs money math calculations	<input type="checkbox"/> Uses questions to gather important information	<input type="checkbox"/> Works independently
<input type="checkbox"/> Scans to find specific information in charts and lists			<input type="checkbox"/> Listens and understands information	<input type="checkbox"/> Takes initiative and makes effective decisions
			<input type="checkbox"/> Repairs misunderstandings in communication	<input type="checkbox"/> Uses strategies for dealing with interpersonal conflict
Comments:				

This demonstration: was successfully completed needs to be tried again

Learner Name _____ Date Completed _____

Practitioner Instructions

1. Make sure the learner understands the information and instructions for this demonstration.
2. Go over the evaluation section with your learner to ensure that the learner understands what skills, knowledge or behaviours are being assessed by this demonstration and how they will be recognized.
3. Discuss with learner and decide what would be a reasonable length of time for the completion of this demonstration activity. Record this on the assessment form.
4. When the learner has completed the demonstration, provide a way for the learner to self-reflect on the experience. Complete the assessment form with the learner, enter the date completed, and note whether it was successful or needs to be tried again.

How much assistance should the learner receive?

The completion of this demonstration includes your direct involvement. You will be required to take part in the following two short role-play activities with the learner. If you choose, carry out these role-play activities over a real telephone.

Question 2A — Grooming Chart & Price List Information Activities

asks you to play the role of a customer who is making an enquiry.

This is the information you will need and the questions you should ask:

- ▶ You are the new owner of a Golden Retriever
- ▶ How often should I bring the dog in for grooming?
- ▶ My dog often has a very static coat. What can I do to help this?
- ▶ What should I be doing at home to keep the dog's coat groomed?

Question 2 — Appointment Book and Client Information Card Activities

requires you and the learner to role-play a phone conversation to set up a grooming appointment. You will play the role of the customer.

This is the information you will need:

- ▶ You can only agree to a morning appointment.
- ▶ The appointment time slots you should be offered by the learner are Wednesday the 13th from 8:00 to 11:00 or Thursday the 14th from 10:00 to 1:00.

See the Learner Information and Instructions on how these role-play activities can be adapted or extended.

How much assistance should the learner receive? (continued)

Further assistance may be required if you are asked to clarify issues related to wording and understanding instructions in the demonstration. It is fine to provide this. In addition, a calculator may be used for parts of the demonstration requiring the learner to make mathematical calculations.

Can this demonstration be adapted?

The activities in this demonstration can be adapted to reflect particular grooming business' practices. For example, additional dog breeds can be added or substituted on to the Grooming Chart, a different product label can be used, or prices can be changed on the price list to more accurately reflect that business' prices. Note: changes will have to be created and inserted since the document is in Adobe Reader.

Practitioners may choose to have the learner complete some of the activities orally before they attempt the writing components. It is also possible to do the activities in a different order than presented. The activities are integrated but can also stand alone.

Suggestions for role-play adaptations and extensions

Some practitioners may want to adapt or extend the role-play activities to include particular elements of communication and interaction highlighted as essential skills by employers they have spoken to. There are many possibilities. For example:

- ▶ the learner may be asked to deal with a difficult or demanding customer (on the telephone or in person) — one who disagrees with an invoice or who demands their pet have its coat groomed in a way that the groomers know is not appropriate for that breed — in order to demonstrate tact and patience
- ▶ the learner may be asked to face a customer about their pet's difficult behaviour (i.e. biting or aggressiveness) and outline the business' policy on such a matter
- ▶ the learner may be asked to explain and justify to the customer the need for additional services (de-matting, flea bath) for which the customer does not want to pay
- ▶ the learner may be asked to telephone a customer whose account is several months in arrears

Refer to **Appendix A** for additional resource suggestions pertaining to customer relations and conflict-management.

Learner Name _____ Date Completed _____

Learner Information and Instructions

This demonstration will show how well you can carry out a series of important tasks related to the job of an entry-level Pet Groomer. The demonstration will help you see your skills and abilities in areas that an employer would expect you to do well. It will show if you are ready to work as an entry-level Pet Groomer.

This demonstration requires you to assume the role of an entry-level Pet Groomer at a company called **The Grooming Place**. In your daily job routine, you will deal with customers and plan and organize the grooming of their pets. You will assist the Head Groomer by preparing for grooming appointments (determining what equipment is needed, dealing with customers, etc.)

Read the instructions for each of the activities in the demonstration carefully and provide answers as completely and as accurately as you can. It is okay to ask questions if you are unsure about any of the instructions or any of the wording in the activities. You may also use a calculator if you need to when completing any math calculations.

When you finish the demonstration activities, you will be asked to fill in a self-reflection assessment which will let you think about how well you did with the tasks. You will also go over the Assessment chart with your instructor and discuss if you successfully completed the demonstration or need to try it again. **You must show that you have all of the skills and abilities on the chart in order to be considered successful in this demonstration.**

Learner Name _____ Date Completed _____

Grooming Chart and Price List Information Activities

Learner Instructions: Read the situations given below. Using the **Grooming Chart** and **Price List**, answer the questions that follow in writing.

1. You have booked an appointment for a Bichon Frise. The owner has requested a short trim for the dog. The dog has not been groomed in some time and is quite matted. What equipment, blades and grooming products will you need to get ready for the Head Groomer to groom this dog? What is the estimated cost of grooming this dog? When should the dog come in for its **next** full grooming appointment?

2. A customer who has just become the owner of a Golden Retriever calls you with some questions. They would like to know how often their dog should come in to be groomed and how much it will cost to have her groomed. They also need to know what they can do about the dog's static coat. What additional information should you give the owner about the regular brushing/combing of their dog?

- 2a. Your instructor will now have you role-play the telephone conversation you would have with this customer. Your instructor will play the part of the customer. Use your notes above to provide the necessary information.

Grooming Chart

Breed	a) Full Grooming Schedule b) Maintenance Schedule	Equipment Required	Grooming Area and Blade Number	Special Information and Instructions
Bichon Frise	a) 3-5 week b) Twice weekly brushing/ combing	Slicker and pin brushes, steel combs, matting rake, de-matting spray, clippers, blades	1" coat trim #30 Short trim #4 Coat removal #7F or 5F (very matted condition) Stomach #10 Pads #15	<ul style="list-style-type: none"> • Coat mats easily • De-mat before bathing • Use de-mat spray • Hand-fluff dry • Use tear-stain remover
English Springer Spaniel	a) 6-8 weeks b) Weekly	Slicker and pin brushes, steel comb, scissors, blending shears, clippers, blades	Body, back, sides #7F Head, ears, tail # 10 or #9 Pads #15 Stomach #10	<ul style="list-style-type: none"> • Has a double coat • Remove undercoat shed before bath • Check behind ears for mats • Clip with the grain, not against or across, to avoid wavy or erratic lines
Polish Lowland Sheepdog	a) 4 weeks b) Every 2 days to prevent tangling and to remove hair shed	Slicker and pin brushes, natural bristle brush, matt or undercoat rake and splitter, metal combs, thinning shears, scissors	Very matted strip #7F or #5F Long trim #30 with #1¼ comb #4F Short trim #15 Pads #10 Stomach	<ul style="list-style-type: none"> • Use detangling spray before bath • Thoroughly brush and comb before bath • Wipe clean any hair or matter from eye corners with moistened cotton
Golden Retriever	a) 6-8 weeks b) Twice weekly to remove woolly hair shed	Slicker brush, metal comb, scissors, thinning shears, clippers, blades	Body #7F or 5F Pads #15 Stomach #10	<ul style="list-style-type: none"> • Coats pick up static in drying process – use conditioning rinse or lightly rub dryer sheet over coat • Dry coat by brushing in direction of growth • Neaten edges of ears with blending shears



The Grooming Place

Grooming Prices

Bath-Only Breeds Very minimal scissoring and/or clipping	Price*	Clipped Breeds	Price*
Alaskan Malamute	\$90.00	Airedale Terrier	\$50.00
Bearded Collie	\$70.00	Bichon Frise	\$40.00
Chow Chow	\$70.00	Cocker Spaniel	\$45.00
Doberman Pinscher	\$45.00	English Springer Spaniel	\$45.00
Golden Retriever	\$50.00	Lhasa Apso	\$40.00
Saint Bernard	\$90.00	Polish Lowland Sheepdog	\$90.00
Siberian Husky	\$70.00	Standard Poodle	\$40.00
Whippet	\$45.00	Yorkshire Terrier	\$40.00

*These are our **starting prices** according to breed. A starting price means average size of breed, average coat of breed and coat in good condition (minimal matting, minimal to average amount of dead undercoat, no de-skunking needed). We do hand-stripping of rough-coated breeds upon request. The price of hand-stripping is \$45/hour.

Other Charges:

Nail Trimming	\$13.00	De-matting	\$15.00 per half hour
De-ticking	\$15.00	Medicated bath	\$20.00
Flea bath.....	\$25.00	Tooth brushing.....	\$ 5.00
Ear cleaning.....	\$ 5.00	De-skunking	\$25.00

G.S.T of 7% will be added to service charge

Learner Name _____ Date Completed _____

3. Transfer all of the important information from Cindy's note to the **Client Information card** and list below the questions you will need to ask the customer when she comes in to complete the information card.

4. Use the **Grooming Chart** to answer the following:

a) What equipment and blades will Cindy need to groom Finnegan?

b) What is the pre-bath procedure for this breed?

c) What are the important clipping instructions for this breed?

d) What information do you need to pass on to Finnegan's owner about the maintenance grooming schedule for this breed?

5. Using the information you have, complete an **Invoice** for Finnegan's appointment. Don't forget to fill in the next appointment date according to the suggested grooming schedule on the **Grooming Chart**.

Daily Appointment Schedule

Week of January 10 to 14 — 2005

Monday 10 th			Tuesday 11 th		
Phone	Name		Name	Phone	
	Judy Smith — “Trixie” (Poodle)	8			
416-468-6777	Flea bath, clipping	9			
	(Early drop-off)	10	Staff Meeting		
647-778-9902	Max Ryanne — “Heathcliff” (Pug)	11	Rod Blakely — “Heathcliff” (Mastiff)	416-996-1575	
	Bath and Tidy-up	12	Bath and Tidy-up (ears, nails)		
	LUNCH	1	LUNCH		
905-696-3452	Mandy Mitchell — “Chivas” (Scottie)	2			
	Full grooming	3			
	(call when ready for pick-up)	4	Mary McNee — “Rusty” (J. Russell)	416-990-7854	
	Close early	5	Bath and clip		
Wednesday 13 th			Thursday 14 th		
Phone	Name		Name	Phone	
		8			
		9			
		10			
647-452-2165	Jo Frennette: “FiFi” (Bichon Frise)	11			
	Full Grooming plus de-skunking	12			
	(extra de-matting needed)	1	LUNCH		
	LUNCH	2	Kim Dary: “Charlie” (Ger. Shep.)	905-441-9870	
		3	Flea bath, tooth brushing		
		4			
		5			



The Grooming Place

651 Main Street, Toronto, Ontario M5M 1X6

Client Information

Name:	Special Instructions:	<input checked="" type="checkbox"/> All that apply
Address:		<input type="checkbox"/> easy
Home Phone:		<input type="checkbox"/> fair
Work Phone:		<input type="checkbox"/> difficult
Cell Phone:		<input type="checkbox"/> biter
E-Mail Address:		<input type="checkbox"/> cage soiler
Referred by:		<input type="checkbox"/> noisy
Breed:		<input type="checkbox"/> shy
Size:		<input type="checkbox"/> blind
Name:		<input type="checkbox"/> deaf
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Neutered		<input type="checkbox"/> burns easily
Birthdate:		<input type="checkbox"/> diabetic
Vet:		<input type="checkbox"/> epileptic
Shots (date last administered)	B - burn sensitive area X - moles, warts O - old injury, arthritis	
Bordetella:		
Rabies:		
Medical Problems:		
Hip Dysplasia?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Brand Name of Flea/Tick control product used:		In event of an emergency, I authorize this establishment to provide necessary treatment for my pet at my expense.
		Client Signature:

The Grooming Place

651 Main Street South
 Toronto, Ontario
 M5M 1X6
 (416) 468-BARK (2275)



Invoice # **124**

Customer Name:

Date:

Street Address:

Groomer:

City:

Postal Code:

Phone:

DESCRIPTION OF SERVICES	HOURS	RATE	AMOUNT
Basic Grooming (includes bath, blow-dry, brush, clip, trim)			
De-matting			
Hand-stripping			
De-ticking			
Medicated Bath or Flea Bath			
Ear Cleaning			
Tooth Brushing			
Nail Trimming			
Other Services			
		Subtotal	
		7% G.S.T	
		Total	

Your next appointment is for _____ at _____ a.m./p.m.

Thank you for your business!

Grooming Product Label Activities


Learner Instructions:

If you had a job as a Pet Groomer, you may see information like this label on the many grooming products you need to use. It is an important part of your job to follow instructions when using a product on a dog or cat. Look at the First Aid Instructions on product label below and carefully answer the following questions in sentence form.

G R O O M E R ' S O W

Flea and Tick Shampoo

For Use on Dogs, Cats, Puppies & Kittens
Kills Fleas, Ticks and Lice
Cleans and Deodorizes



First Aid Instructions

If Animal Shows Signs of Sensitivities

- Bathe animal with mild soap and rinse with large amounts of water
- Consult a veterinarian immediately if signs continue

If Product Gets in Eyes

- Hold eye open and rinse slowly and gently with water for 15 minutes
- Remove contact lenses, after first 5 minutes, then continue rinsing
- Call a Poison Control Centre or doctor for treatment advice

If Product Gets on Skin or Clothing

- Take off contaminated clothing
- Rinse skin immediately with water for 15 minutes
- Call a Poison Control Centre or doctor for treatment advice

If Product is Swallowed

- Call a Poison Control Centre or doctor immediately for treatment advice
- Have person sip water if able to swallow
- Do not induce vomiting unless told to do so by the Poison Control Centre or doctor
- Do not give anything by mouth to an unconscious person

**In case of emergency or for product information,
call 1-900-555-1660,
Monday to Friday, 9:00 a.m. to 5:00 p.m.**

Learner Name _____ Date Completed _____

1. On Thursday afternoon, while applying shampoo to “Charlie”, some of the shampoo lather got on your sleeve. What should you do?

2. At the same time, your co-worker Cindy got splashed with the shampoo and some went in her eye. What first aid procedure needs to be followed?

3. What precautionary measures should you and your co-worker have taken when using the shampoo so as to avoid this situation?

4. Complete the form below to report this incident:

Grooming Place Incident Report

Employee Reporting:	Date:	Time:
Person(s) involved in incident:		
Nature of incident:		
Injuries sustained:		
First Aid applied:		
Employee Signature:	Supervisor Signature:	

5. Shortly after bathing him, Charlie begins to itch and his skin looks very red. What should you do?

6. What important information do you need to record on Charlie’s Client Information card?

Learner's Self-Reflection

Assessment:

The level of performance required for success in this demonstration is: _____

The agreed upon amount of time for the learner to complete this task is: _____

Learner's Self-reflection:	Yes	No
I read and understood what to do in the demonstration.	<input type="checkbox"/>	<input type="checkbox"/>
I asked for clarification or help if I didn't understand the instructions or wording of a sentence.	<input type="checkbox"/>	<input type="checkbox"/>
I was able to read and understand the documents and answer the questions in writing.	<input type="checkbox"/>	<input type="checkbox"/>
I was able to complete the forms (Client Information, Invoice) as required.	<input type="checkbox"/>	<input type="checkbox"/>
The forms were clear and neatly written.	<input type="checkbox"/>	<input type="checkbox"/>
I found this demonstration challenging and enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>
There are some things I would change about this demonstration.	<input type="checkbox"/>	<input type="checkbox"/>
Other Comments:		

Answer Key

Grooming Chart and Price List Activities

1. Equipment needed: slicker and pin brushes, steel combs, matting rake, de-matting spray, clippers, #4, #7F, #5F, #10, #15 blades, tear-stain remover. Estimated cost starts at \$40.00. Next full grooming in 3-5 weeks.
2. Grooming every 6–8 weeks, starting cost \$50.00. Use conditioning rinse or rub dryer sheet on coat to reduce static. Brush twice weekly to remove wooly hair shed.
3. #30 blade with #1¼ comb, slicker and pin brushes, natural bristle brush. Starting price is \$90.00. Brush every 2 days to prevent tangling and to remove hair shed. Wipe clean any hair or matter from eye corners with moistened cotton.

Appointment Book and Client Information Card Activities

1. Wednesday, January 13th, 8:00 a.m.
or Thursday, January 14th, 10:00 a.m.
3. **See sample Client Information Card for completed answers.**

Other information needed:

What is your address?

What are your home and work phone numbers?

What is your e-mail address?

What is your Vet's phone number?

When did Finnegan last receive her shots?

Does she have any other medical problems?

What is the brand name of the flea/tick

product you use?

Can you please sign this card?

4. **a)** Will need slicker and pin brushes, steel comb, scissors, blending shears, clippers, blades #7F, #9, #15 and #10.
b) Remove undercoat shed before bath.
c) Clip with the grain, not against or across, to avoid wavy or erratic lines.
d) Brush/comb weekly.
5. **See sample Invoice for completed answers.**

Grooming Product Label Information

1. Change your shirt and rinse skin.
2. Hold open her eye and rinse with water for 15 minutes. Call Poison Control Centre or doctor for treatment advice.
3. Wear an apron or plastic gown. Wear goggles or a face shield.
4. *Employee Reporting:* Learner's name
Date/Time: should be a Thursday afternoon during Charlie's appointment time (2:00 – 4:00 p.m.)
For example: Thursday, January 14, 2005 at 3:00 p.m.
Persons involved: Learner and Cindy
Nature of incident: While bathing Charlie, flea shampoo splashed on my shirt sleeve. Cindy got a splash of shampoo in her eye.
Injuries Sustained: Minor irritation to Cindy's eye.
First Aid applied: Changed my shirt and rinsed out Cindy's eye.
5. Bathe him with a mild soap and rinse with large amounts of water. Consult a vet if signs continue.
6. Record that he has sensitivity to this product and that it should not be used again.

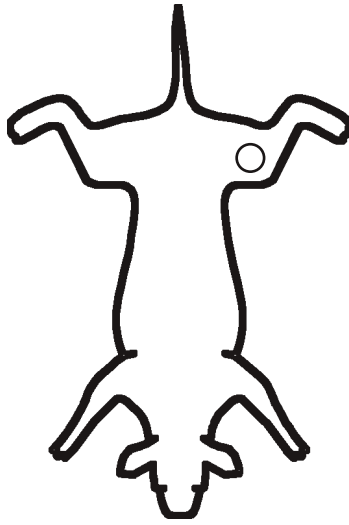


The Grooming Place

651 Main Street, Toronto, Ontario M5M 1X6

Client Information

Name: Betsy Jones	Special Instructions:	<input checked="" type="checkbox"/> All that apply
Address:	- coat very matted	<input checked="" type="checkbox"/> easy
Home Phone:	- fleas?	<input type="checkbox"/> fair
Work Phone:		<input type="checkbox"/> difficult
Cell Phone: (416) 213-0006		<input type="checkbox"/> biter
E-Mail Address:	- was hit by car 3 years ago, back left leg was fractured	<input type="checkbox"/> cage soiler
Referred by: Dr. Whitmore		<input type="checkbox"/> noisy
		<input type="checkbox"/> shy
		<input type="checkbox"/> blind
Breed: English Springer spaniel Size: approx. 50 lbs.		<input type="checkbox"/> deaf
Name: Finnegan		<input type="checkbox"/> burns easily
<input type="checkbox"/> Male <input checked="" type="checkbox"/> Female <input type="checkbox"/> Neutered		<input type="checkbox"/> diabetic
Colour:		<input type="checkbox"/> epileptic
Vet: Dr. Whitmore Phone:	B - burn sensitive area X - moles, warts O - old injury, arthritis	
Shots (date last administered) DHLLP: Bordetella: Rabies:		
Medical Problems:		
Hip Dysplasia? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Brand Name of Flea/Tick control product used:		
In event of an emergency, I authorize this establishment to provide necessary treatment for my pet at my expense. Client Signature:		



** This answer will depend on date/year demonstration is completed.

