

CANADIAN PONY CLUB



STUDY GUIDE

HA LEVEL

NAME _____

BRANCH _____



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FOREWORD

This HA Level Study Guide will only direct you into some of the new areas to be tested at these levels. Pony Club is the best equestrian education system in the world and each level builds on the previous level. Therefore, questions may be asked from the level at which you are being tested or any level below that.

Examiners are not looking for 'by the book' answers but rather for practical experience, common sense and responses that draw information from any reference material that Pony Club accepts. Along with your studies get out – spend time with a veterinarian on their travels, tack shops, large stables spending time with the stable manager, observe lessons with mentor coaches and receive feedback, spend time with farriers, etc.

Subjects at these levels are often asked in a discussion format, “discuss what you would do...”, “talk about ...” etc. So in your own preparation, practice this format and learn to volunteer information.

If you think these study guides will prepare you well enough to pass the level ---- they won't. Their purpose is to guide you in your studies and give you an idea of the knowledge level expected.

LESSON 1 STALL AND PASTURETopic Outline

- to be able to function as a stable manager including care of all types of horses and situations
- to be able to develop safe, effective routines and practical daily management of stable and horses
- to understand the practical upkeep of the stable yard including tools
- to understand the practical economics of horsekeeping including record keeping (health, inventory, regularly scheduled care), feed purchase and delivery, tack (purchase, repair), property maintenance, scheduling, etc.
- to be able to advise and carry out necessary health care in a stable

Sample Questions

1. What considerations would you use to efficiently organize your stable routines? US 3
2. List 6 points you would include on a horse's individual record. US 3
3. Give 5 pieces of information you would include in an accident report. CEF1
4. What would be 5 types of financial records you would keep for a stable? US 3
5. In stable construction what do you understand by:
 - a. Louvres US 3
 - b. Soffits US 3
 - c. French drain US 3
 - d. Frost line US 3
 - e. Safe aisle width US 3
 - f. Roller guards US 3
6. Name 3 types of stall flooring, other than dirt, and give two considerations for each before construction. US 3
7. Give 6 considerations when constructing a manure disposal site. US 3
8. Give 10 measures to help control flies. US 3
9. Give 10 routine maintenance chores you consider essential for a stable. US 3
10. Give 6 considerations to economize on feeding costs. US 3

LESSON 2 FEEDINGTopic Outline

- to have knowledge of and be able to discuss specific balanced feeding programs under varied conditions and work
- to understand and explain the effect of different weather conditions on feeding programs
- to discuss various illnesses or changes in a horses normal routine and how to alter the feeding program
- to devise corrective feeding programs for different horses with varied stable vices
- to understand and explain how the quality of feeds affects the horses feeding program
- to discuss the economics of feeding within your area and balance quality/cost rationales
- to fully describe and explain the horses digestive system
- to discuss the ramifications of storing feeds and the affect on quality, cost, availability, etc.

Sample Questions

1. ID these feed samples & discuss main nutrients & when they might be fed a. rice bran b. beet pulp c. molasses US 3
2. Give the approximate capacity or size of the following and discuss their role in the digestive system:
 - a. stomach b. caecum c. jejunum NZ2, MH
3. a. Name the enzymes in the stomach which assist the chemical breakdown
 b. Name the enzymes in the duodenum which do the same
 c. Name the flora in the caecum which break down cellulose US 3
4. Discuss how nutrient requirements change from young growing horses to aged horses. US 3
5. Give the function of the following minerals in the horses diet:
 - a. magnesium b. sulphur c. 3 main electrolytes MH
6. What are the important trace elements and what function do they serve? MH
7. What strategies would you employ in developing a feeding program for horses with the following vices: +experience
 - a. eating bedding b. biting c. weaving HN
8. In comparing the feed labels of grains what would you look for in determining which to purchase? US 3
9. Discuss electrolytes and their place in formulating a feeding ration. US3
10. What do you understand by:

a. fat-soluble vitamins MH	b. water-soluble vitamins MH
c. DOD US 3	d. bad doer MH

LESSON 3 GROOMINGTopic Outline

- to groom and turn out many different types of horses to their best advantage
- to demonstrate practical experience in efficient, economic, safe handling of horse
- to discuss the use and care of different grooming machines
- to discuss strapping/wisping/massaging
- to show a horse in hand to its best advantage

Sample Question

1. What do you understand by the terms:

a. stropping	b. quartering	c. wisping	HN
d. lay the mane	e. hogging	f. set fair	NZ2
2. Give points to remember in how to hold a horse when showing it off.
(5) NZ2
3. How would you school a horse to lead at the trot (6) NZ1
4. Outline methods to:

a. put the final gloss on a horses coat (3)	GTW
b. minimize the sight of scars (3)	GTW
c. accentuate white markings (3)	GTW
d. make a scanty tail appear more full (3)	GTW
e. apply quarter marks (3)	GTW
5. Discuss the most applicable trim/clip style for:

a. western type horse	GTW
b. Arab hack	GTW
c. medium level dressage horse	Rule book + GTW
6. Discuss how you would prepare horse for its first clipping (6)
Thres2
7. Outline methods of restraint which could be used to hold or reassure a horse (5)
Thres2
8. Discuss how you would stand a horse up to: U S 3

a. show its shoulder to best advantage	
b. improve a 'high-behind' appearance	
c. help a horse look less hollow backed	
d. improve a 'weedy' neck	
9. What are safety rules you would list for the grooming area in a barn?
(8) NZ1, US 2
10. Discuss the various pieces of equipment you could use when showing a horse in hand (6) GTW

LESSON 4 TEETH AND AGEING

Topic Outline

- to further develop B2 knowledge
- to identify all types of teeth in any age of horse
- to demonstrate tactful, competent, safe handling of all horses
- to age any horse with confidence and care
- to understand and discuss the care and action of all teeth, injuries and problems (i.e. lampas)
- to be able to explain any dental terminology

Sample Questions

1. In ageing, what other body changes do you check besides teeth?(8) VN
2. Name and describe the parts of an incisor (6) VN
3. Describe the composition of a tooth (8) VN
4. Define the terms:
 - a. alveolus VN
 - b. cheek teeth VN
 - c. bishoping VN
5. Discuss step mouth vs. wave mouth (5+) US 3
6. Explain the term '**stomatitis**'. (3) VN
7. Discuss '**lampas**'. (10) VN
8. Explain a '**shear mouth**'. (4) VN
9. What are signs of an abscessed tooth? (3) US 3
10. Discuss the inspection of the horse's gums and what can be determined from this inspection. (6)

Thres15

LESSON 5 FOOT AND SHOEING

Topic Outline

- to understand and be able to discuss the anatomy of the foot
- to have knowledge of diseases of the foot including prevention, causes, symptoms, treatment and prognosis.
- to be able to relate corrective shoeing to the horses anatomy and conformation and suggest the horse's future

Sample Questions

1. Define the terms **'hoof'** and **'foot'**. MHP
2. Name the following in anatomical terms:
 - a. front and back of the hoof MHP
 - b. lower and upper direction in the hoof MHP
3. Discuss the addition of traction devices to the shoe (types, pros/cons) (7) MHP
4. Explain the concussion absorbing devices of the foot and how they work (10) MHP
5. Define:
 - a. corium (3) US 3
 - b. buttress of heel (3) Thres16
 - c. boxy feet (4) Thres16
6. Discuss **'trailers'** on shoes- location, purpose, use (5) MHP
7. Discuss the use of studs – when, where, pros/cons (10) Thres16
8. Discuss the travel defects of paddling (4) & winging (5), the conformational defects that might lead to these and their correction. MHP
9. Discuss contracted heels – identification, causes & correction MHP
10. Discuss shoeing for navicular syndrome. MHP

LESSON 6 CONFORMATION

Topic Outline

- to expand on B2 level knowledge
- to offer practical explanation of both good and bad points
- further relation of conformation to unsoundness
- to have the horse moved and comment on relationship of conformation to movement

Sample Questions

1. Describe and explain the stay apparatus of the forelimb (9)
HGBM, US 3
2. Describe the phases of a horse's stride (8)
US 3
3. Compare the horse's fore- and hind quarters and discuss structurally why the 'engine' is in the rear (4)
US 3, US 2
4. What function does the nuchal ligament serve? (5)
US 3
5. Discuss the '**ring or circle of muscles**' and why it is important (6)
BennettI, US 3
6. What is 'good movement' and what factors contribute to it? (7)
US 3
7. Discuss the underlying anatomy and give desirability for:
 - a. jumper's bump (3) US 3
 - b. ewe neck (3) MH, BennettII
 - c. calf knees (3) US 3
 - d. open knees (3) MH
8. Compare bowed hocks/cow hocks and discuss useability.
MH, NZ2 Bennett III
9. Compare toeing out/toeing in and discuss useability. MH
10. Discuss the following conformation types and suggest the most ideal function or sport they could perform to remain sound:
 - a. good length in neck, shoulder, forearm, croup and hip to hock
US 3
 - b. short, wide, well developed cannons US 3
 - c. low set neck, short thick muscles US 3
 - d. long croup, medium neck set, long flat muscle US 3

LESSON 8 VET AND FIRST AIDTopic Outline

- to have very good knowledge of diseases including causes, symptoms, treatment and prevention.
- to be able to follow a veterinarian's instructions and to carry out the nursing care of a sick horse
- to know the life cycles of common parasites, their prevention and treatment
- able to administer medicines as directed by veterinarian
- to understand and apply compresses and poultices
- to be able to initiate basic first aid in care of basic injuries
- to discuss the horse's systems: circulatory, digestive, endocrine, lymphatic, mUS 2le, nervous, respiratory, skeleton, skin

Sample Questions

1. Outline the life cycle of one of the following: US 3, NZ2
 - a. *S. vulgaris* (9)
 - b. *cyathostomiae* (9)
 - c. *parascaris equorum* (8)
 - d. *gastrophilus* (6)
 - e. *oxyuris* (5)
 - f. lungworm or KYH
2. Name a deworming drug which can be used against the above. US 3
3. Explain the term '**fecal count**' (6) US 3
4. Explain 5 methods of administering drugs (10) KYH
5. When traveling with a horse, outline a program to prevent health problems. (10) US 3
6. Define shock (4) and discuss signs (6) and treatment (6) US 3
7. Discuss two of the following, giving the affected system, causes, treatment and prevention:
 - a. EIA US 3
 - b. WEE US 3
 - c. rabies US 3
 - d. EVA US 3
8. Outline the major functions of the skeletal system (4) and discuss the overall concept (6) US 3
9. Discuss the makeup of blood (3), the functions of the circulatory system (7) and how the blood is pumped by the heart (10) US 3
10. Define the following parts of the respiratory system: US 3
 - a. nasal cavities (4)
 - b. nasal turbinates (4)
 - c. epiglottis (3)
 - d. alveoli (6)

LESSON 9 BANDAGINGTopic Outline

- to continue to develop B2 standards
- will be given two first aid situations by the examiners and will develop a bandage for each scenario
- to demonstrate two specialty bandages for these scenarios and to include, but not limited by: sweats, poultices, pressure, compress, joints, spider, figure 8, etc.

Sample Questions

1. Discuss a pressure bandage giving reasons (3), materials (5) and method. US 3

2. Give, with reasons, the length of time the following bandages would remain on: US 3

a. covering a wound	b. cold water
c. sweat	d. pressure for bleeding
e. tendon poultice	f. ice pack

- 3 Describe a bandage used to give support to the suspensory ligament overnight. MH

4. Discuss an ice pack bandage, giving reasons (4), materials (5) and method (8) USB

5. Outline the differences between hot (1) and cold (2) poultices, material used for each (5) and how to prepare the material (3). USB

6. Describe the purposes of a sweat bandage. USB

7. In bandaging the knee or hock joints, what areas must not have pressure applied (3) and describe two bandages that may be used with pros and cons (5) USB

8. What materials would you have on hand in case of a leg injury requiring immobilization? (6) USB

9. Describe how to apply a pressure bandage to an overreach injury. US 3

10. How would you teach a C to remove a leg bandage? MH

LESSON 10 SADDLERYTopic Outline

- knowledge of different types of saddle and their selection relating to the purposes of both horse and rider, dealing with various fitting problems
- to know the uses, value and basic differences of a wide variety of bits, clothing, artificial aids and tack items
- to know quality materials, suitability of use and adjustment
- to evaluate leather and stitching quality
- to be able to give advice on tack to be used for a specific discipline or for problem horses
- to understand the bridling of young or sensitive horses

Sample Questions

1. What criteria would you use to select a bit for a horse? (11) US 3
2. Describe and discuss the action of a gag bit (9) US 3
3. a. What would a 'tool kit' contain to make temporary repairs to tack at a rally or clinic (10) US 3
- b. how would you temporarily correct:
 - cantle too low (6) - pommel on withers (5)
 - reins too long (3) - leathers too long (4)
4. Give pros and cons and describe an item of tack for:
 - a. a pony which eats grass while being ridden (5) S
 - b. a horse which tears at an injury (3) S
 - c. lowering the horse's head carriage while ridden S
5. Review fitting a saddle to a rider (7) MH NZ2
6. Describe and give the purpose(s) of:
 - a. Market Harborough martingale (5) NZ2
 - b. chambon (6) S
 - c. Australisan cheeker (3) S
7. Explain/discuss:
 - a. pigskin was used to make the saddle seat (5) S
 - b. properties of the grain side vs. flesh side of leather (8) S
 - c. qualities of good leather (6) S
8. Discuss draw vs. running reins and their effects (6 ea.) S
9. Describe resulting effects of a poorly fitting saddle on a horse's way of going(8) S
10. Discuss the pros/cons of: a. dressage b. jumping c. event saddles (6ea.) S

Lesson 12 LONGEING A RIDER

Topic Outline

- To safely warm up and prepare a horse for longeing a student.
- To have an eye for a suitable horse for this type of lesson, its way of going and to stress safety.
- To realize that cantering a horse/rider on the longe is for advanced riders and is beyond the scope expected here.
- To demonstrate an understanding of correct rider position.
- To develop and practice exercises to strengthen this position in all areas.

Sample Questions

1. What 3 parts of the rider most clearly indicate tension?
I
2. What are the 3 most important criteria for a school horse on the longe?
I
3. What is the sequence for warming up the horse for a rider?
I, L
4. Give 3 criteria for the riding area for a longe lesson.
L
5. Describe how to cross stirrups correctly.
L
6. When longeing a student, should work be done without reins or stirrups first?
L
7. Where should the student be looking when on the longe?
L
8. Describe 3 loosening exercises for a beginner.
I, L
9. Describe 3 exercises for improving the rider's leg position.
L
10. Describe 3 exercises to help develop good balance.
L

LESSON 13 TRAVELTopic Outline

- To understand and be able to discuss safe loading/unloading techniques
- To discuss travel problems – causes and possible solutions
- To be familiar with trailer and towing vehicle safety checklists
- To have complete familiarity with safe procedures and precautions for traveling with horses

Sample Questions

1. Discuss the regular maintenance care you would take of a trailer floor.
(5) US 3
2. a) What is the recommended minimum size for a towing vehicle?
(2) US 3
b) What are the dangers of too light a vehicle? (4) US 3
3. Discuss the criteria for a safe towing hitch for a regular trailer.
(5) US 3
4. Outline a check of a towing vehicle/trailer before you consider using them.
(10+) US 3
5. Outline an ideal site and procedure for loading a horse.
(10) US 3
6. Discuss other methods to load a difficult horse. (3) US 3
7. Outline ways to deal with a horse that travels badly. (6) US 3
8. a) What preparations would you make for a long distance trip? (10)
b) What equipment would you carry? (10) US 2
9. List the protective clothing a horse may wear for travel and discuss one in detail (i.e. purpose, fit, dangers). (6, ++)
MH
10. Discuss whether you use bedding in a trailer – cover types, purpose and dangers (8+)
US 3 US 2, US 1, MH