

ADVANCED CLINICAL EXPERIENCE CLINICAL MENTORSHIP



VM 22500

CRITERIA HANDBOOK AND LOGBOOK

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NOTE THE FOLLOWING DUE DATES FOR THE TASKS ABOVE:

Fall or Spring semester 11:59p.m. Thursday of week 12 – Tasks 1-6

Summer session 11:59p.m. Thursday of week 9 – Tasks 1-6

Incomplete grades will not be assigned for mentorships at the end of the semester.

Grade penalties will be assessed for tasks submitted after the due date.

Resubmission due dates will be set by the instructor as required.

STUDENT INFORMATION

GOALS OF CLINICAL MENTORSHIP

Working with a veterinary care facility, the student will perform tasks under the supervision of a clinical mentor (veterinarian or credentialed veterinary technician).

In order to achieve the goals for this Clinical Mentorship, the tasks must be performed to the level of competency as outlined by the *Criteria* for each task.

The student is responsible for providing documentation for each task as defined by the *Materials Submitted for Evaluation and Verification* section on each task.

In addition to the documentation, the Clinical Mentorship site supervisor will verify that the student performed the task under their supervision.

Final approval of successful performance and completion of the Clinical Mentorship will be made by the Purdue University instructor in charge of the Clinical Mentorship. This approval will be based upon the documentation provided by the student.

The Purdue University instructor in charge has the option to require additional documentation if, in their judgment, the student has not performed and/or documented the task to the level set by the Criteria.

Documentation of completed tasks is essential to validating the educational process and insuring that the performance of graduates of the Veterinary Nursing Distance Learning Program meets the standards of quality required by the Purdue University College of Veterinary Medicine faculty and the American Veterinary Medical Association accrediting bodies.

CONTACT PERSON

Any questions regarding the Clinical Mentorship process should be directed to:

Pam Phegley, BS, RVT
Purdue University
Veterinary Technology Program
625 Harrison Street, Lynn Hall G171
West Lafayette IN 47907
(765) 496-6809
phegley@purdue.edu

PRE-REQUISITES FOR CLINICAL MENTORSHIP

Contracts and Agreements

Because of legal, liability and AVMA accreditation issues, the following documents must be submitted *prior to beginning* the Clinical Mentorship

1. Clinical Mentorship and Facility Requirement Agreement
2. Supervisor Agreement
3. Release of Liability, Health Risk and Insurance, Technical Standards and Mentorship Code of Conduct
4. Professional Liability Insurance Coverage

These documents are available on the VNDL website.

If more than one Clinical Mentorship course is taken, separate Clinical Mentorship and Facility Requirement Agreement and Supervisor Agreement must be completed for each course.

More than one Mentorship Supervisor may sign the mentorship logbook. Each must be either a DVM or a credentialed technician, and must complete a separate Supervisor Agreement.

Failure to complete and submit the listed documents and/or non-payment for Student Professional Liability Insurance Coverage will prevent the student from enrolling in the Clinical Mentorship

Insurance

Two types of insurance are recommended or required for the student working in a Clinical Mentorship.

Health Insurance is highly recommended to cover the medical expenses should the student become injured while on the job. It is the student's responsibility to procure such insurance.

Liability Insurance is required to protect the student in the event of a suit filed against the student for acts he/she performed while in the Clinical Mentorship.

Each VNDL student is required to purchase, for a nominal fee, Professional Liability Insurance through Purdue University. The fee covers from the time of initiation of coverage until the subsequent July 31st.

Students will not be enrolled in Clinical Mentorships until the Professional Liability Insurance is paid, and the student is covered by the policy.

WHAT TO LOOK FOR IN A MENTORSHIP FACILITY

When evaluating a facility for clinical mentorships, the student should thoroughly research the site. It is strongly suggested to visit the site if not currently working there. This experience is a chance to begin to apply the wealth of knowledge and skills acquired and developed to this point in the veterinary nursing education. The following are points of discussion or questions to consider when evaluating the site (RVT includes any credentialed veterinary technician):

- Does the site currently have credentialed veterinary technicians/nurses on staff?
- Are there any boarded DVM specialists or VTS RVTs on staff?
- What is the role of the technician/nurse versus other members of the staff (such as veterinary assistants)?
- What is the overall size of the staff (professional and paraprofessional staff)?
- Is the site an accredited practice or facility (AAHA, ALAC, etc.)?
- Has the site hosted a VNDL student in the past?
- Does the staff seem receptive to hosting a student?
- Is the site located in a safe and easily accessible location? Are there geographical considerations?
- Is this also an employment opportunity?
- Ask the supervisor:
 - What are their specific goals for the student?
 - Have they ever been a supervisor before for a veterinary technician/nursing student?
 - Who else at the site may be involved in supervision?
 - Do they have any concerns for the legal allowances in which the student may perform certain tasks?

It is strongly recommended that the student show potential mentorship supervisor(s) examples of mentorship logbooks, so they are aware of what the student will need to accomplish in this facility. The discussion should include that most tasks will require videos of the student performing skills, and how this will be accomplished. A student may have multiple supervisors (either DVM or credentialed technician), and one must be present any time the student is performing skills for a clinical mentorship. Supervisors sign Task Verification forms which state that they observed the student as they performed each task. Mentorship supervisors act as coaches and must be present to ensure the safety of the patient and personnel. They are not involved in evaluation of skills; this is done by Purdue instructors.

SELECTING THE CLINICAL MENTORSHIP SITE – FACILITY REQUIREMENTS

You must develop the projects in this mentorship within a clinic where you have completed at least one other mentorship. All information should relate to this practice. No specific facility equipment or items are required. You must complete and have the facility veterinarian sign the VM 22500 Clinical Mentorship and Facility Requirement Agreement.

SELECTION OF CLINICAL MENTORSHIP SUPERVISOR

The Clinical Mentorship Supervisor is the person who will sign Task Verification forms that verify performance of tasks at the Clinical Mentorship site. This person must be a credentialed veterinary technician (have graduated from an AVMA accredited program or met State requirements for credentialing as a veterinary technician) or a licensed veterinarian.

An individual who claims to be a “veterinary technician” but has not met the criteria for credentialing above is not eligible to be mentorship supervisor.

The individual is not considered to be an employee of Purdue University when acting as your Clinical Mentorship supervisor.

Each Clinical Mentorship Supervisor must complete a *Supervisor Agreement and Mentorship Code of Conduct*. The student must return these agreements with the other agreements prior to beginning the Clinical Mentorship. Multiple supervisors may be used for documentation of mentorship tasks. Each supervisor must complete a separate agreement.

Should the Clinical Mentorship Supervisor change during the course of the Clinical Mentorship, the student will need to have the new supervisor complete a *Clinical Mentorship Supervisor Agreement* and return it to the Purdue VNDL office. These forms are available on the VNDL website for downloading and printing.

Multiple Clinical Mentorship Supervisors may be utilized so one person does not have to be present for all task performances. Each supervisor must submit a *Clinical Mentorship Supervisor Agreement*.

ALL TASKS PERFORMED FOR A MENTORSHIP MUST BE OBSERVED IN PERSON BY A SUPERVISOR FOR WHOM DOCUMENTATION HAS BEEN SUBMITTED

CRITERIA HANDBOOK AND LOGBOOK

This Criteria Handbook and Logbook contains the list of tasks that must be successfully completed in order to receive credit for this Clinical Mentorship. The student is expected to have learned the basics of how, why, and when each procedure is to be done from the courses listed as pre-requisites for this Clinical Mentorship. This booklet contains the directions and forms that must be followed and completed in order to meet the standards set for successful completion of this Clinical Mentorship.

Please read each component of each task carefully before performing the task to minimize required resubmissions. The components of each task are summarized:

Goal – Describes the ultimate outcome of the task the student will perform.

Description – Lists the physical acts the student will perform, and under what conditions these acts will be completed.

Criteria – Lists specific, observable, objective behaviors the student must demonstrate for each task. The ability to demonstrate each of these behaviors will be required in order to be considered as having successfully completed each task.

Number of Times Task Needs to be Successfully Performed – States the required number of times to repeat the tasks. The patient's name and the date each repetition of the task was performed must be recorded on the Task Verification Form.

EACH REQUIRED REPETITION OF THE TASK MUST BE PERFORMED ON A DIFFERENT ANIMAL. The student may not use the same animal to do all of the repetitions of a task. However, the same animal may be used to perform different tasks. In other words, one can't do three ear cleanings on the same animal, however, one may do an ear cleaning, an anal sac expression, and a venipuncture on the same animal.

Materials Submitted for Evaluation and Verification – These specific materials, which usually include video or other materials, must be submitted to demonstrate that the student actually performed the task as stated. Each evaluation states specifically what must be shown in the submitted materials.

The Purdue University course instructor for this Clinical Mentorship has the option to request further documentation if the submitted materials do not clearly illustrate the required tasks.

It is recommended that the video materials document all angles of the procedure. The purpose of the video and other material is to provide "concrete evidence" that the student was able to perform the task to the standard required.

Pre-planning the videos will help reduce the need to resubmit tasks. The student should narrate the video as they work, explaining what they are doing and why. This helps the evaluator follow the thought process and clarify what is seen on the video. The student's face must be shown at some point in every video to verify their identity. The name and/or number of the task should be either stated at the beginning of the video or embedded (written) into the video itself.

Videos, photographs, radiographs, slides, written projects, the Criteria Handbook and Logbook and any other required documentation will not be returned. These items will be kept at Purdue as documentation of the student's performance for accreditation purposes.

This validation is essential to help the Purdue VNDL meet AVMA accreditation criteria. Therefore, it is essential that the student follows the evaluation and validation requirements.

Task Verification Forms – Each task has a form that must be completed and signed by the Clinical Mentorship Supervisor.

Supplementary Materials – Logs, written materials, photographs, or other forms/documentation may be required for specific tasks. Be sure to read the Materials to be Submitted for Evaluation section very carefully and return all documented evidence as prescribed.

COMPLETION OF THE CLINICAL MENTORSHIP

Mentorship logbooks include due dates for sets of tasks. Each set must be submitted by the deadline listed in the logbook.

Task Verification forms and other written materials should be submitted in **Assignments** in Brightspace. Task Verification forms are due by the task due date in order for each task to be complete. You must assign the forms and any other supplemental paperwork required for the tasks, to the correct course assignment in order for the instructor to view them.

Videos should be submitted in **Assignments** in Brightspace. This method of online submission does not limit how much you put on, is no cost to you, and automatically archives. You must assign the videos to the correct course assignment in order for the instructor to view them.

1. Open the Assignment from **Task Submission** on the left side of the Course Content page
2. You MUST upload the Task Verification Form first, by clicking on **Upload** then selecting the document to upload
3. In the comment box, click the **Insert Stuff** icon
4. Click **Add Kaltura Media**
5. Click **Media Gallery**
6. Click **+ Add New**
7. Click **Media Upload**
8. Click **Choose a file to upload** or drag and drop the video file into the designated area
9. The file will upload. Adjust the title to **Task #**
10. Click **Save and Embed**
11. Click **Insert**
12. **Submit** the assignment once all videos have been inserted into the Text Submission box

Late submissions will incur a grade penalty. Incomplete grades will not be assigned for mentorships at the end of each semester.

Feedback will be emailed to the student following review of each set of submitted tasks. As necessary, instructors may require resubmission of some tasks. When feedback is sent, due dates for resubmissions will be given. ***It is crucial that students with pending feedback check their Purdue emails frequently so this information is received in a timely manner.***

Final approval of successful performance and completion of the Clinical Mentorship will be made by the Purdue University instructor in charge of the Clinical Mentorship based upon the documentation provided by the student.

Upon successful completion of all tasks in the clinical mentorship course, a grade will be assigned by the course instructor based upon the documented performance of the tasks.

Note: A student who is dismissed from their mentorship facility may fail the course and may be dismissed from the program.

CLINICAL MENTORSHIP TASKS

INTRODUCTION TO ESSENTIAL TASKS AND CRITERIA

Before starting each task:

1. Read the Goal, Description, Criteria, and Materials to be Submitted for Evaluation and Verification. Understand what is expected for each task.
2. Make sure that all equipment and supplies needed to complete the task are available. Pay particular attention to the details of what needs to be documented and submitted.
3. Make sure to obtain appropriate permissions where necessary. Please inform the facility's owner/manager of activities. A good relationship with the veterinarian in charge is key to having a positive Clinical Mentorship experience.

After performing each task:

4. Label all items submitted so that the materials submitted for evaluation and validation at Purdue are identified as the student's submission.
5. Label all videos posted to Brightspace with the task number.
6. Submit materials by the deadlines listed in the logbooks.

CLINICAL MENTORSHIP PROJECTS

INTRODUCTION TO SPECIAL PROJECTS

Certain mentorships will have required projects to complete in addition to the required tasks. Written projects should be typed, and checked for correct grammar and spelling. Photos should be embedded into the related written documents.

Before starting each project

1. Read through the project in its entirety. This will give you a description of the project and what is needed to complete it successfully.
2. Determine what materials, if any, need to be submitted for completion of the project.
3. Most projects will come with a list of questions/points that need to be addressed and included in the written document.
4. If video is required for a project, it should be noted on the videotape verbally that this is for the project and not another required task. Some projects may require a verbal narration of a student doing something. Each individual project will define if that is a necessary requirement for that project.

Note: Videotaping and photographs are not for the purpose of verifying if the practice is within OSHA compliance or other government regulations. These projects are for the student's education. It may be determined by the student that the practice is not within the current recommendations. The purpose of these projects is to make the student aware of these issues, and how to recognize the issues and develop suggestions for improvement. There will be certain mentorships where OSHA recommendations, in regards to equipment and policies, will be facility requirements for the mentorship

1. CLINIC INFORMATION

- Goal:** To examine closely and critique the facility, staff and operations of the mentorship site.
- Description:** The student will provide a floor plan diagram of the clinic, answer questions regarding the clinic, and critique aspects of clinic operations.
- Criteria:** The student provided a floor plan diagram of the mentorship site that includes the function of each room or area, entrances and exits for the building, and traffic patterns. This may be a sketch done by hand, or by another method.

The student answered the following questions regarding the clinic:

1. How many veterinarians are employed at the clinic?
2. How many credentialed technicians are employed at the clinic?
3. How many other staff are employed? Specify veterinary assistants, animal caretakers, receptionists, practice managers, etc.
4. Approximately how many cases are seen per day/week in the clinic?
5. What type cases are seen in the clinic? (large animal, small animal, exotic, emergency, referral, etc.)
6. How does the clinic utilize its technical and lay staff? How are duties assigned? What specific duties are designated to credentialed technicians?
7. Does the clinic hold regular staff meetings? Who runs these meetings? How often are they held? What issues are discussed?

The student wrote a paper using the answers to the questions above, critiquing the clinic. This included aspects that work well, as well as those that might be improved. The student provided specific suggestions for those aspects that might be improved, including their role in the changes and the impact the changes might have on the overall operation of the clinic. The paper was typed, and checked for grammar and spelling.

Materials Submitted for Evaluation and Verification:

1. Floor plan diagram of the clinic including the function of each room, entrances and exits, and traffic pattern.
2. Written answers to questions specified in the criteria. These should be clearly written, accurate and detailed.
3. Written paper critiquing the clinic, using the answers to the questions above. The paper should be clearly written and include the information specified in the criteria for the task.

2. CASE LOG

- Goal:** To document the student's involvement in cases presented to their hospital.
- Description:** The student will log at least 80 hours worked in the mentorship site documenting all cases presented to the hospital with which they have been involved.
- Criteria:** The student logged at least 80 hours worked in the mentorship site documenting all cases presented to the hospital with which they were involved. This log included:
- Date
 - Hours worked on that date
 - Cases seen, including signalment and presenting problem
 - Procedures performed for each patient
 - Student's responsibilities and duties with each case

Materials Submitted for Evaluation and Verification:

1. Task Verification form for Case Log task, signed by the clinical mentorship supervisor.
2. A written log that documents the student's involvement in cases presented to the mentorship site. The log must be clearly written or typed, and detail the student's responsibilities with each case.

Student Name: _____

Supervisor Name: _____ RVT, CVT, LVT
DVM, VMD

I verify that the student worked the hours recorded in the Case Log.

Signature of Clinical Mentorship Supervisor: _____

3. CASE REPORTS

- Goal:** To accurately complete case reports on non-routine cases presented to the clinic, including the role of the technician and nursing care provided.
- Description:** The student will choose five non-routine cases presented to the clinic. Written case reports will be submitted for each case. The student will choose cases in which they were involved and provided care for while in the hospital.
- Criteria:** The student chose five non-routine cases presented to the clinic. Detailed, written case reports were submitted for each case, to include:
- Signalment
 - Presenting complaint
 - History
 - Clinical signs
 - Physical exam findings
 - Diagnostic tests and results
 - Diagnosis (by DVM)
 - Therapy and/or treatment
 - Outcome
 - Role of the veterinary technician in the case, detailing nursing care, diagnostics, assistance with procedures and treatments, etc.

Materials Submitted for Evaluation and Verification:

1. Task Verification form for Case Reports task, signed by the Clinical Mentorship Supervisor.
2. Five written reports that document non-routine cases and the student's involvement in them. The reports must be clearly written or typed, and detail the required criteria. Information should be accurate and concise, and utilize proper medical terminology.
3. A photograph of each of the five patients discussed in the case reports, while in the hospital.

Student Name: _____

Supervisor Name: _____ RVT, CVT, LVT
DVM, VMD

Patient Name: _____ **Date:** _____

Patient Name: _____ **Date:** _____

Patient Name: _____ **Date:** _____

Patient Name: _____ **Date:** _____

Patient Name: _____ **Date:** _____

I verify that the student worked with and provided care for the listed patients under my supervision

Signature of Clinical Mentorship Supervisor: _____

4. PROBLEM SOLVING

- Goal:** To examine the overall mentorship site critically and evaluate areas that might be improved, updated or made more efficient.
- Description:** The student will choose two areas in the clinic that might be improved, and detail the issues and how they might be improved. These areas may include but are not limited to biohazard safety, radiographic safety, clinic standard operating procedures (SOPs), inventory procedures, staff conflict, or controlled drug handling and storage.
- Criteria:** The student defined two areas in the clinic that might be improved, and wrote papers detailing.
- How each issue decreases efficiency
 - How each issue affects the operation of the clinic
 - Specific suggestions for improvement, including new forms or protocol sheets as applicable
 - Barriers (both physical and psychological) to the potential success of the changes
 - Costs (if any) to implement the changes

Materials Submitted for Evaluation and Verification:

1. Two written papers that each define an area for improvement in the clinic. The papers must be clearly written, and detail the required criteria. Information should be accurate and complete, and suggestions for improvement specific and meaningful. The papers will be typed and checked for grammar and spelling.
2. If applicable, photographs of the area(s) that are discussed, or paperwork/forms that are utilized currently or that the student has developed for this task.

5. CLIENT EDUCATION

- Goal:** To develop client education materials suitable for distribution to clients in a hospital setting.
- Description:** The student will develop educational materials for clients including a brochure for waiting room display and a discharge instruction sheet. The materials will be professional-appearing and appropriate for use in a veterinary hospital. The student will utilize references appropriate for the topic and cite them. This will be a different project from any done for other classes.
- Criteria:** The student chose a clinical condition or disease for which client education is a challenge, and develop a brochure for a waiting room display and a discharge instruction sheet. The student followed these guidelines.

Brochures: the student developed a brochure suitable for a waiting room display. It was printed in color or on colored paper, written clearly for the intended audience, professional-appearing, and on one sheet of paper. It was tri-folded to simulate a brochure or on a flat sheet as a flyer. The purpose of the brochure was to enhance client awareness of the condition. The student cited major sources used if they quoted, used major amounts of information, or used information unique to that source.

Discharge Instruction Sheet: The student developed a written sheet of discharge instructions for a patient with the condition discussed in this task. There were spaces for diagnosis, treatment, medications, recheck appointments, etc. as well as specific instructions for the patient. Key points regarding the disease were included. Language was understandable to the general public rather than using medical jargon or terms.

References: The student utilized at least one resource from each of the following:

- Journal article
- Book or manual
- Internet source
- Graduate veterinarian or credentialed technician interview

References may be listed informally, but included the following:

- Book: Title, Author, date published, edition, page numbers
- Article: Journal title, article title, author, date published
- Internet source: Web address, title
- DVM or RVT: Name, title, date interviewed

Grading criteria for written materials include professional appearance, correct grammar and spelling, accurate information on the disease/condition, use of medical terminology (i.e., not using medical jargon that a client will not understand), clarity for the client, and organization.

Materials Submitted for Evaluation and Verification:

1. Client education brochure and discharge instruction sheet. The materials should be professional in appearance, and detail the required criteria. Information should be accurate and complete, and appropriate for clients.

6. PRESENTATION TO CO-WORKERS OR OUTSIDE GROUP

Goal: To prepare and present an educational seminar for a group of co-workers in the clinic, or outside group.

Description: The student will prepare and present an educational seminar for a group of co-workers in the clinic or an outside group. The student will utilize some form of visual aid and, if appropriate, hands-on teaching or give written materials.

Criteria: The student prepared and presented an educational seminar for a group of co-workers in the clinic or an outside group. Examples of appropriate seminars include but are not limited to, a continuing education topic for employees, an in-service presentation on a new piece of equipment, a career planning presentation, or a demonstration or talk on pet care.

The student utilized some form of visual aid such as Powerpoint, slides, overhead projector, poster, etc. If appropriate, the student used hands-on teaching or gave written materials.

The presentation lasted 12-15 minutes with 3-5 minutes of questions and answers following.

The student considered the following grading criteria:

- Information given
- Use of medical terminology (i.e., appropriate for audience)
- Verbal communication skills
- Non-verbal communication skills
- Organization
- Clarity for the audience
- Use of visual aids and educational tools
- Overall impression of the presentation

The student completed the self-evaluation form on the following page

Materials Submitted for Evaluation and Verification:

1. Video of the presentation by the student. The video must show the entire presentation clearly, and the audio must be clearly understood. Visual aids and other auxiliary learning tools should be clearly shown on the video.
2. If applicable, copies of handouts or other visual aids that were distributed to the group.
3. Written self-evaluation of presentation.

Self-Evaluation Form for Presentation

Student Name: _____

Supervisor Name: _____

RVT, CVT, LVT
DVM, VMD

Date of presentation: _____ Location: _____

Title of presentation: _____

Audience: _____

Number of people in audience: _____

Rate yourself on the following aspects of your presentation:

	Poor	Fair	Avg.	Good	Very Good	Excellent
Information given						
Use of medical terminology (appropriate for audience)						
Verbal communication skills						
Non-verbal communication skills						
Organization						
Clarity for audience						
Use of visual aids and educational tools						
Your overall impression of the presentation						

Additional student comments: