SMALL ANIMAL NURSING MENTORSHIP II



VM 20600

CRITERIA HANDBOOK AND LOGBOOK

INDEX OF NOTEBOOK

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CLINICAL MENTORSHIP TASKS

- 1. Video verification of required equipment and supplies
- 2. Perform jugular venipuncture (canine)**
- 3. Perform jugular venipuncture (feline)**
- 4. Perform saphenous venipuncture (canine)**
- 5. Perform saphenous venipuncture (feline)**
- 6. Place cephalic catheter (canine)** 20 points
- 7. Place cephalic catheter (feline)** 20 points
- 8. Place saphenous catheter (canine)** 20 points
- 9. Apply and Remove Modified Robert Jones bandage* 20 points
- 10. Administer subcutaneous fluids to dog or cat**
- 11. Place urinary catheter in male dog** 20 points
- 12. Perform cystocentesis in a dog or cat **
- 13. Place a stomach tube ** 20 points
- 14. Perform an enema**
- 15. Produce diagnostic ECG tracing*
- 16. Perform complete dental prophylaxis** 30 points *All tasks worth 10 points unless otherwise noted.*

ALL SKILLS MUST BE DEMONSTRATED ON LIVE ANIMALS. Models or cadavers are not acceptable.

*IMPORTANT! See following page for Animal Use Guidelines

NOTE THE FOLLOWING DUE DATES FOR THE TASKS ABOVE: (Subject to change by Instructor)

Fall or Spring semester 11:59p.m. Thursday of week 1 – Task 1

11:59p.m. Thursday of week 5 - 5 tasks

11:59p.m. Thursday of week 9 - 5 tasks

11:59p.m. Thursday of week 13 - 5 tasks

Summer session 11:59p.m. Thursday of week 1 – Task 1

11:59p.m. Thursday of week 3 – 5 tasks¹

11:59p.m. Thursday of week 5 - 5 tasks1

11:59p.m. Thursday of week 8-5 tasks1

Because tasks 2-16 are particularly case-dependent, your choice of tasks may be submitted in groups by the due dates. Incomplete grades will not be assigned 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.

Animal Use Guidelines

The student shall abide by the following guidelines when performing mentorship tasks:

- 1. All animals used for demonstration of mentorship skills must be appropriately restrained by another person, for the safety of the patient and the student.
- 2. A mentorship task may be performed only once on a single animal.
- 3. A student may perform a maximum of ten (10) minimally invasive tasks (denoted by one asterisk) on a single animal within a 24-hour period.
- 4. A student may perform a maximum of three (3) moderately invasive tasks (denoted by two asterisks) on a single animal within a 24-hour period.
- 5. When combining tasks, a student may perform a maximum of five (5) minimally and three (3) moderately invasive tasks on a single animal within a 24-hour period.
- 6. Tasks denoted with no asterisks do not involve live animal use.

For example, a student might perform the following tasks on an animal in a single day:

- 1. Restrain a dog in sternal recumbency*
- 2. Restrain a dog in lateral recumbency*
- 3. Restrain a dog for cephalic venipuncture*
- 4. Restrain a dog for saphenous venipuncture*
- 5. Restrain a dog for jugular venipuncture*
- 6. Administer subcutaneous injection**
- 7. Administer intramuscular injection**
- 8. Intravenous cephalic injection canine**

Failure to comply with the Animal Use Guidelines may result in failure of the Clinical Mentorship.

CONTACT PERSON

Questions regarding the **overall Clinical Mentorship process** should be directed to Jennifer Smith, BS, RVT, LATG (she/her)

Online Office Hours: 8:00am - 4:00pm EST Email: jpope@purdue.edu

Questions regarding this mentorship (tasks, due dates, etc.) should be directed to the instructor for this mentorship course.

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 submitted videos should demonstrate proficiency in performing skills that have been learned and practiced until the student feels comfortable. While occasional guidance from the mentor is acceptable during the learning phase, video submissions must show that the student can execute the task independently, smoothly, and competently without excessive direction or outside assistance. All tasks must be performed without reliance on the Task Verification Form or other written sources during the video. Video demonstration of each skill should reflect the ability to perform the skill autonomously, as would be expected in clinical practice.

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.

Essential criteria for each skill are denoted by (critical) and <u>must</u> be included in the performance of the skill in order for the task to be approved. Failure to demonstrate any (critical) steps clearly will result in resubmission of the task. Critical components include actions or omissions that would compromise patient or personal safety, cause potential immediate harm to the patient or personnel, demonstrate a serious breach of infection control protocols, show a fundamental lack of knowledge of performance of the task, or fail to demonstrate required AVMA essential skills.

Live narration of videos is expected for all submissions. If a student wishes to submit a video with voiceover they must contact the instructor prior to making the video to discuss whether an exception may be made. Certain tasks require live narration, and exceptions will not be made for those.

Continuous, unedited video is preferred, and is required for some tasks. Required continuous, unedited video will be noted in the task description. If video is not continuous, the student must ensure that all criteria are demonstrated in the video clips.

PRE-REQUISITES FOR CLINICAL MENTORSHIP

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:
 - o What are their specific goals for the student?
 - o Have they ever been a supervisor before for a veterinary technician/nursing student?
 - o 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

The student must visit the Clinical Mentorship Site and determine if the following supplies and equipment are readily available for use during the Clinical Mentorship. The student must complete and have the facility veterinarian sign the Clinical Mentorship Site Facility Requirements Agreement. The mentorship supervisor will verify the availability of required items by completing the Mentorship and Facility Requirement Agreement.

The veterinary care facility must be equipped with the following equipment/supplies:

- Clippers with a #40 blade
- Scissors
- Orogastric tube
- Mouth speculum/roll of tape
- Periodontal probe
- Hand (manual) scaler
- Ultrasonic scaler/polisher
- Automatic water sprayer on unit or water and syringe to rinse mouth
- ECG machine with capability to produce printout (or Cardiopet-type phone-in system)
- ECG leads

In addition, the following disposable items must be available:

- Syringe assorted sizes
- Needles assorted sizes (22 ga for cystocentesis)
- Alcohol
- Zonas or other tape
- Injection cap or T-set
- Sterile Saline
- IV catheters
- Supplies for a sterile prep
- Tongue depressors
- Sof-Roll or other padding size appropriate for patient
- Roll gauze size appropriate for patient
- Protective wrap (Vet wrap,etc)
- Sterile K-Y or alternate watersoluble lubricant
- Prep materials for penis
- Isopropyl alcohol

- Male canine urinary catheters appropriate for patient/purpose
- Urinary collection system if needed
- Sterile gloves
- Fluids for parenteral administration
- IV fluid administration set
- Water or medication for administration
- Exam gloves
- Enema tube size appropriate for patient
- Enema solution
- Towels
- Surgical mask
- Safety goggles or face shield
- Table mat
- Polishing paste

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 *Clinical Mentorship Supervisor Agreement*. These agreements must be submitted 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 submit to the Purdue VNDL office.

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. Essential criteria for each skill are denoted by (critical) and must_be included in the performance of the skill in order for the task to be approved. Failure to demonstrate any (critical) steps clearly will result in resubmission of the task

Critical criteria are those that are deemed critical for patient & staff safety, foundational in nature, and have a frequency of use and relevance across settings, and scope of practice

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 <u>different</u> 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.

This validation is essential to help the Purdue VNDL meet AVMA accreditation criteria. Therefore, it is essential 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. A supervisor must observe every performance of a skill for a clinical mentorship.
- **Supplementary Materials** Logs, written materials, photographs, or other forms/documentation may be required for specific tasks. The "Materials to be Submitted for Evaluation" section outlines what is required to submit for each task.

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

Feedback will be posted to the Brightspace assignment following review of each task. As necessary, instructors may require resubmission of some tasks. When feedback is posted, due dates for resubmissions will be given. It is crucial that students with pending feedback set their Brightspace to notify them when feedback and scores are posted, 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.

<u>Task Verification forms</u> 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.

<u>Videos</u> 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.

<u>Patient proof of rabies vaccination</u> should be submitted in **Assignments** in Brightspace for all patients used for mentorship tasks by unvaccinated students. This is due by the task due date. Patient ID, age, date of vaccination, and either type of vaccine (1- or 3-year) or due date for booster must be shown.

<u>OSHA Compliance</u> should be demonstrated in videos and photographs submitted. The student should always be aware of workplace safety and compliance. Violations such as human food and drink in hospital areas, unlabeled secondary containers, lack of PPE, etc. will be noted and may result in point deductions or task resubmission.

Using Kaltura for Video Assignments

Kaltura is a secure streaming service that Purdue offers for faculty, staff, and students. Videos uploaded to an assignment via Kaltura will only be accessible to instructor(s) within the course.

Step 1: Set Video Type on Your Device

Confirm your device is recording in a format accepted by Kaltura; common formats include:

- .MOV/.MP4/.M4V .WMV
- IVA. •
- .WEBM

Kaltura cannot accept the HEVC video format.

iPhone/iPad:

- Click on Settings->Camera->Formats
- Change the format to Most Compatible.

Android:

• In your camera application's settings, change the video recording format to MOV, M4V, or MP4.

Desktop/Laptop:

• Depending on your recording application, you will need to save your video recording as a common video format (such as .mp4, .mov, or .m4v).

Step 2: Allow your Browser to use Pop-Up Windows

Confirm your browser has pop-ups enabled. Kaltura will pop open a window for you to upload your video. Use the *Help* feature in your preferred browser if you need assistance in enabling pop-up windows.

If you do not allow pop-up windows on your browser, you will not be able to upload videos.

Step 3: Ensure You Have a Stable High-Speed Internet Connection

Confirm you have a **stable** internet connection; if you are on a connection that can disconnect on a regular basis your upload may be cancelled. Additionally, you will need to have a **high-speed** connection. Videos may have large file sizes, and a slow connection may result in your video taking a very long time to upload. If you need a stable and fast internet connection but do not have one at home, consider using public wifi at a library or coffee shop.

Step 4: Uploading Your Task Verification Form (TVF)

You must upload your TVF at the same time that you upload your video.

- Open the assignment in Brightspace
- Click on the "Add a File" button. A dialogue box will open allowing you to select the TVF file to upload from your device.

Step 5: Uploading Your Video

Once you have uploaded your TVF, you can upload your video. Scroll down on the page to the Comments area.

- Click on the Insert Stuff icon on the text editor.
- On the Insert Stuff menu that opens, click on Add Kaltura Media.
- On the Insert Stuff window, click the plus button. On the menu that opens, click Media Upload.
- The **Upload Media** window will open. *Click* on **Choose a file to upload** to select a file on your computer, or *click and drag* the video file into the box.
- Depending on your internet connection speed and the file size, it may take a few minutes to upload the file. Allow the file to upload completely and do not close the window.

You may alter the name of the file and add a description.

Once the file is uploaded and any name or description changes have been made, click

</> Save and Embed to save the video to Kaltura.

- If your video has processed, you may see a preview. Otherwise, you may see an animation that your video is still processing. Even if the video is still processing, you can still submit the video. Click
 Insert to add the video to the assignment or discussion
- Your video will be added to the text box. Click Submit to turn in your assignment.
- You may confirm your submission by clicking on the link to the assignment or discussion and seeing if you can view the video.

For Support

Contact the PVM Instructional Design team at pvmit@purdue.edu for assistance.

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 course syllabus.

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.

1. VIDEO VERIFICATION OF REQUIRED EQUIPMENT AND SUPPLIES

Goal:	Ensure that the student will have access to all equipment and supplies necessary to complete the skills in this course.	
Description:	The student will provide a narrated video showing equipment and supplies specific to mentorship, to verify that required items are available to them and adequate for completion of tasks in their facility.	o this
Criteria:	The student introduced the video and showed their face clearly, and introduced their mentor	
	 The student walked through the facility and showed the following clearly: VNDL-provided sign informing clients that students may be involved in patient (it should be displayed in an area that is visible to clients). (CRITICAL) Stomach tube Enema tube/catheter Canine male urinary catheters ECG machine with printout capability (show where printout is produced) Periodontal probe Hand (manual) scaler Ultrasonic dental unit and handpiece 	care
Number of Tin	mes Task Needs to be Successfully Performed:	
Materials Subi	mitted for Evaluation and Verification:	
	 Task Verification Form for Video Verification of Required Equipment and Supplied signed by the Clinical Mentorship supervisor. 	∋s,
	One video showing the student as they introduced themselves and walked throu the facility, showing the listed items clearly. The student narrated the video live they showed items.	
Student Name	:	
Supervisor Na	RVT, CVT DVM, VME	_
I verify that the	student will have access to the items shown, for tasks in this course.	
Signature of C	Clinical Mentorship Supervisor:	
		14

2. PERFORM JUGULAR VENIPUNCTURE (CANINE)

Goal: To successfully collect a blood sample through jugular venipuncture The student will collect a blood sample from the jugular vein of a dog. **Description:** The student correctly placed his/her finger in the jugular groove to act as a tourniquet. Criteria: The student palpated the area to determine the location of the jugular vein. Critical The student placed the needle in the skin with the bevel up and in the proper location. Critical The student's hand was in the proper position to hold the syringe and draw back on the plunger to obtain the sample. The student acquired the necessary volume for the tests ordered. Critical The student released the digital tourniquet when the appropriate volume was achieved. The student placed a digit over the puncture site. The needle and syringe were removed from the patient and digital pressure was continued to prevent a hematoma. Number of Times Task Needs to be Successfully Performed: 2 Materials Submitted for Evaluation and Verification: 1. Task verification form for Jugular Venipuncture skill, signed by the clinical mentorship supervisor. 2. One video showing the student drawing blood from a dog, properly using digital pressure to tourniquet the vein, placing the needle into the vein, holding the syringe properly to withdraw the plunger, acquiring blood into the syringe, holding pressure on the venipuncture site, and removing the syringe from the vein. The student should provide a narrative while recording to describe the steps being performed. Student Name: Supervisor Name: _____ RVT, CVT, LVT DVM, VMD Patient Name: Date: Patient Name: Date: I verify that the student performed these tasks under my supervision.

3. PERFORM JUGULAR VENIPUNCTURE (FELINE)

Goal: To successfully collect a blood sample through jugular venipuncture The student will collect a blood sample from the jugular vein of a cat. **Description:** Criteria: The student correctly placed his/her finger in the jugular groove to act as a tourniquet. The student palpated the area to determine the location of the jugular vein. Critical The student placed the needle in the skin with the bevel up and in the proper location. Critical The student's hand was in the proper position to hold the syringe and draw back on the plunger to obtain the sample. The student acquired the necessary volume for the tests ordered. Critical The student released the digital tourniquet when the appropriate volume was achieved. The student placed a digit over the puncture site. The needle and syringe were removed from the patient and digital pressure was continued to prevent a hematoma. Number of Times Task Needs to be Successfully Performed: 2 Materials Submitted for Evaluation and Verification: 1. Task verification form for Jugular Venipuncture skill, signed by the clinical mentorship supervisor. 2. One video showing the student drawing blood from a cat, properly using digital pressure to tourniquet the vein, placing the needle into the vein, holding the syringe properly to withdraw the plunger, acquiring blood into the syringe, holding pressure on the venipuncture site, and removing the syringe from the vein. The student should provide a narrative while recording to describe the steps being performed. Student Name: Supervisor Name: _____ RVT, CVT, LVT DVM, VMD Patient Name: Date: Patient Name: Date: I verify that the student performed these tasks under my supervision.

4. PERFORM SAPHENOUS VENIPUNCTURE IN A DOG

Successfully collect a blood sample from a dog by saphenous venipuncture such that the

Goal:

Signature of C	inical Mentorship Supervis	sor:		
I verify that the	student performed these task	s under my supervision.		
i aueni Name.		Date.		
Patient Name [.]		Date:		,
Supervisor Na	ne:			RVT, CVT, LVT DVM, VMD
Student Name			 	
	clearly show the student	ervisor.	edle into the vein from a dog. The ve/syringe, the intr	, pulling back on video should oduction of the
Materials Subi	itted for Evaluation and Ve	erification:		
Number of Tin	es Task Needs to be Succe	essfully Performed:	1	
	The student or restrainer probleeding	operly applied pressure to	the puncture site	to reduce
	The student drew the approp	oriate volume of blood for	the required test	Critical
	The student aspirated the sy	ringe to check for blood		
	The student properly introdu	iced the needle into the sit	e Critical	
Criteria:	The student selected the pro	oper site for venipuncture	Critical	
Description:	The student will collect blood	d from the saphenous vein	of a dog	
	sample is correctly drawn wi	ithout injury to either the pa	atient or veterina	y personnel.

5. PERFORM SAPHENOUS VENIPUNCTURE IN A CAT

Goal:

Goal:	Successfully collect a blood sample from a cat by medial saphenous with the sample is correctly drawn without injury to either the patient of personnel.	
Description:	The student will collect blood from the medial saphenous vein of a cat	
Criteria:	The student selected the proper site for venipuncture Critical	
	The student properly introduced the needle into the site Critical	
	The student aspirated the syringe to check for blood	
	The student drew the appropriate volume of blood for the required tes	t Critical
	The student or restrainer properly applied pressure to the puncture sit bleeding	e to reduce
Number of Tim	nes Task Needs to be Successfully Performed: 1	
Materials Subr	nitted for Evaluation and Verification:	
	Task Verification Form for Saphenous Venipuncture in a Cat skill, Clinical Mentorship supervisor.	signed by the
	2. One video showing the student introducing the needle into the veithe syringe to check for blood, and drawing blood from a cat. The clearly show the student, the position of the needle/syringe, the in needle, the backflow of blood, and the area of vein after needle wino signs of bleeding.	video should troduction of the
Student Name		_
Supervisor Na	me:	_ RVT, CVT, LVT DVM, VMD
Patient Name:	Date:	
I verify that the	student performed these tasks under my supervision.	
Signature of C	linical Mentorship Supervisor:	

6. PLACE A CEPHALIC CATHETER (CANINE)

Goal: To successfully place an intravenous catheter in the cephalic vein of a dog. The student will place an intravenous catheter in the cephalic vein of a dog. **Description:** The student clipped an area of appropriate size, leaving no hair at the site. Criteria: The student properly prepped the site for aseptic catheter placement, starting at the site of insertion and moving in outward circles, alternating scrub and rinse three times, and did not contaminate the site once it was prepped. Critical The student flushed the catheter with sterile saline prior to placement (unless collecting blood for a sample) The student placed the catheter into the skin with the bevel up. Critical The student looked for blood flow into the catheter and when blood was observed. threaded the catheter off the stylet into the vein. Critical The student removed the stylet from the catheter and placed an injection cap or T-port on the catheter. Critical The student secured the catheter to the patient's leg with tape without kinking the catheter. Critical The student flushed the catheter with sterile saline, without signs of extravasation Critical Number of Times Task Needs to be Successfully Performed: 2 Materials Submitted for Evaluation and Verification: 1. Task Verification form for Cephalic Catheter Placement skill, signed by the clinical mentorship supervisor. 2. One video showing the student properly clipping and prepping the side aseptically, flushing the catheter before placement, placing the catheter taping and flushing the catheter once in the vein of a dog. The site must be shown clearly when the catheter is flushed. The student should provide a narrative while recording to describe the steps being performed. Student Name: Supervisor Name: RVT, CVT, LVT DVM, VMD Patient Name: _____ Date: _____ Patient Name: Date:

I verify that the student performed these tasks under my supervision.

7. PLACE A CEPHALIC CATHETER (FELINE)

Goal: To successfully place an intravenous catheter in the cephalic vein of a cat. The student will place an intravenous catheter in the cephalic vein of a cat. **Description:** The student clipped an area of appropriate size, leaving no hair at the site. Criteria: The student properly prepped the site for aseptic catheter placement, starting at the site of insertion and moving in outward circles, alternating scrub and rinse three times, and did not contaminate the site once it was prepped. Critical The student flushed the catheter with sterile saline prior to placement. The student placed the catheter into the skin with the bevel up. Critical The student looked for blood flow into the catheter and when blood was observed. threaded the catheter off the stylet into the vein. Critical The student removed the stylet from the catheter and placed an injection cap or T-port on the catheter. Critical The student secured the catheter to the patient's leg with tape without kinking the catheter. Critical The student flushed the catheter with sterile saline, without signs of extravasation. Critical Number of Times Task Needs to be Successfully Performed: 2 Materials Submitted for Evaluation and Verification: 1. Task Verification form for Cephalic Catheter Placement skill, signed by the clinical mentorship supervisor. 2. One video showing the student properly clipping and prepping the side aseptically, flushing the catheter before placement, placing the catheter, taping and flushing the catheter once in the vein of a cat. The site must be shown clearly when the catheter is flushed. The student should provide a narrative while recording to describe the steps being performed. Student Name: Supervisor Name: RVT, CVT, LVT DVM, VMD Patient Name: _____ Date: _____ Patient Name: Date:

I verify that the student performed these tasks under my supervision.

8. PLACE A SAPHENOUS CATHETER (CANINE)

Goal: To successfully place an intravenous catheter in the saphenous vein of a dog. The student will place an intravenous catheter in the saphenous vein of a dog. **Description:** The student clipped an area of appropriate size leaving no hair at the site. Criteria: The student properly prepped the site for aseptic catheter placement, starting at the site of insertion and moving in outward circles, alternating scrub and rinse three times, and did not contaminate the site once it was prepped. Critical The student flushed the catheter with sterile saline prior to placement. The student placed the catheter into the skin with the bevel up. Critical The student looked for blood flow into the catheter and when blood flow was observed. threaded the catheter off the stylet into the vein. Critical The student removed the stylet from the catheter and placed an injection cap on the catheter. Critical The student secured the catheter to the patient's leg with tape without kinking the catheter. Critical The student flushed the catheter with sterile saline without signs of extravasation. Critical **Number of Times Task Needs to be Successfully Performed: Materials Submitted for Evaluation and Verification:** 1. Task Verification form for Saphenous Catheter Placement skill, signed by the clinical mentorship supervisor. 2. One video showing the student properly clipping and prepping the site aseptically, flushing the catheter before placement, placing the catheter, taping and flushing the catheter once in the vein of a dog. The site must be shown clearly when the catheter is flushed. The student should provide a narrative while recording to describe the steps being performed. Student Name: Supervisor Name: RVT, CVT, LVT DVM, VMD Patient Name: Date:

I verify that the student performed these tasks under my supervision.

9. APPLY AND REMOVE A MODIFIED ROBERT JONES BANDAGE

Goal: To successfully apply and remove a Modified Robert Jones Bandage **Description:** The student will place a Modified Robert Jones Bandage on a limb. Criteria: The student had the patient restrained in lateral recumbency. **Critical** The student applied tape stirrups to the medial and lateral aspects of the distal portion of the limb. Critical The student applied two layers of soft cast padding (NOT roll cotton) snugly onto the limb starting at the distal portion of the limb. The student made sure it was not too tight before starting the next layer. The bandage extended above the elbow on a front limb, or above the stifle on a rear limb. Critical The student applied a layer of gauze snugly to the limb, starting at the distal portion of the limb. The gauze went to the edge, but not past, the padding layer beneath. The student made sure it was not too tight before starting the next layer. Critical The student reflected the tape stirrups to adhere to the gauze. Critical The student applied a layer of protective tape, such as vet wrap, to the limb. The protective layer went to the edge, but not past, the gauze layer beneath. The student made sure it was not too tight. Critical The limb was in proper position once the bandage was complete. The student checked the toes for temperature and swelling. Critical The student appropriately removed the bandage from the patient Critical **Number of Times Task Needs to be Successfully Performed:** 1 Materials Submitted for Evaluation and Verification: 1. Task Verification form for Modified Robert Jones Bandage skill, signed by the clinical mentorship supervisor. 2. One video showing the student applying each layer of the bandage and checking for tightness. The student should provide a narrative of the steps taken to apply this bandage. The video should show the student checking the toes following completion of the bandage. Removal of the bandage should be included as well. Student Name: Supervisor Name: RVT, CVT, LVT DVM, VMD Patient Name: Date:

I verify that the student performed these tasks under my supervision.

10. ADMINISTER SUBCUTANEOUS FLUIDS TO A DOG OR CAT

Goal:	To successfully administer subcutaneous fluids to a dog o	r cat
Description	: The student will administer subcutaneous fluids to a dog o	r cat
Criteria:	The student chose the proper needle size for the patient C	critical
	The student placed the needle in the correct area Critical	
	The student administered the appropriate amount of fluids	at each site Critical
Number of 7	Fimes Task Needs to be Successfully Performed:	1
Materials Su	ubmitted for Evaluation and Verification:	
	 Verification form for Administration of Subcutaneous Fluids s torship supervisor. 	kill, signed by the Clinical
fluid: prov	video showing the student choosing the needle, placing the ns, showing the volume given, and removing the needle from the dearm of the steps being per the volume of fluids given.	e skin. The student should
Student Nar	me:	
Supervisor	Name:	RVT, CVT, LVT DVM, VMD
Patient Nam	ne: Date:	
I verify that t	he student performed these tasks under my supervision.	
Signature o	f Clinical Mentorship Supervisor:	

11. PLACE A URINARY CATHETER IN A MALE DOG

Goal: To successfully place a urinary catheter in a male dog **Description:** The student will place a urinary catheter in a male dog Criteria: The student chose the proper type and size catheter for the dog **Critical** The student, while an assistant exposed the penis, prepared the penis aseptically without touching the prepuce. Critical If sterile gloves were worn, they were put on after the prep, and no non-sterile surfaces/items were touched after gloves were donned. Critical The student observed / demonstrated aseptic technique at all times as they handled equipment. Critical The student lubricated the distal end of the catheter without contaminating the catheter. Critical The student introduced and passed the catheter into the bladder without contamination Critical The student emptied the bladder with a syringe if the catheter was to be removed The student attached a collection system to the catheter if the catheter was to remain indwelling Number of Times Task Needs to be Successfully Performed: **Materials Submitted for Evaluation and Verification:** 1. Task Verification form for Place a Urinary Catheter in a Male Dog skill, signed by the Clinical Mentorship supervisor. 2. One video showing the student preparing the penis, lubricating the catheter, passing the catheter and collecting the urine/attaching the collection system. The video should show the handling of all sterile materials to verify that they were not contaminated, including gloves, lubricant, catheter, syringe, or collection system. The video should clearly show urine in the syringe/tubing of the collection system. The student should provide a narrative while recording to 3. describe the steps being performed. Student Name: Supervisor Name: RVT, CVT, LVT DVM, VMD Patient Name: Date: I verify that the student performed these tasks under my supervision.

12. PERFORM A CYSTOCENTESIS IN A DOG OR CAT

Goal: To successfully perform a cystocentesis in a dog or cat **Description:** The student will perform a cystocentesis to obtain a urine sample. Criteria: The student palpated the bladder while the patient was restrained in lateral, dorsal or standing recumbency The student chose the appropriate size needle for the patient and the appropriate size syringe for the sample to be obtained Critical The student examined the area of the needle placement to ensure its cleanliness and prepared it with alcohol The student placed the needle in the correct area **Critical** The student aspirated to determine if the needle was in the bladder. If the needle was in the bladder, the student drew enough urine for the sample Critical If the needle was not in the bladder, the student released negative pressure on the syringe, withdrew the syringe and needle and got a new syringe and needle to try again. Critical The student did not redirect the needle within the abdomen Critical The student did not aspirate while placing or withdrawing the needle Critical **Number of Times Task Needs to be Successfully Performed:** Materials Submitted for Evaluation and Verification: 1. Task Verification Form for Cystocentesis in a Dog or Cat skill, signed by the Clinical Mentorship supervisor. 2. One video showing the student preparing the syringe, palpating the bladder, preparing the site, placing the needle, obtaining the sample and withdrawing the needle. When urine was obtained, the video should show the aspiration of urine into the syringe. The student should provide a narrative while recording to describe the steps being performed, stating the needle size used. Student Name: Supervisor Name:____ RVT, CVT, LVT DVM, VMD Patient Name: Date:

I verify that the student performed these tasks under my supervision.

13. PLACE A STOMACH TUBE

Goal: To successfully place a stomach (orogastric) tube in a dog or cat The student will place a stomach tube and check placement of the tube in the patient. **Description:** This task may be performed on an anesthetized, intubated patient. Proper placement of the orogastric tube must still be checked Criteria: The student measured the tube, placed the tip of the tube at the last rib and marked the tube at the point of the mouth prior to placement Critical The student placed the mouth speculum in the mouth in the correct position Critical The student properly lubricated the stomach tube Critical The student properly passed the tube into the patient's stomach without force Critical *The student verified the tube was in the stomach by palpating the tube within the neck -Critical *The student checked placement EITHER by injecting 10 mL of air and an assistant auscultating the stomach with a stethoscope for gurgling in an awake or an anesthetized patient **OR** injecting 5 mL of sterile saline and listening for a cough (only in an awake patient) Critical The student sealed the end of the tube to prevent aspiration, and removed the stomach tube from the patient Critical Number of Times Task Needs to be Successfully Performed: 1 Materials Submitted for Evaluation and Verification: 1. Task Verification Form for Place a Stomach Tube skill, signed by the Clinical Mentorship supervisor. 2. One video showing the student measuring and marking the tube, placing the mouth speculum, lubricating and passing the stomach tube, verifying the placement, and removing the tube. The student should provide a narrative while recording to describe the steps being performed. Student Name: _____ RVT, CVT, LVT Supervisor Name: ______ DVM. VMD Date: Patient Name:

Signature of Clinical Mentorship Supervisor:

I verify that the student performed these tasks under my supervision.

14. PERFORM AN ENEMA

Goal:	To successfully perform an enema	
Descriptio	n: The student will perform an enema and observe the patient for expuls the colon	sion of contents from
Criteria:	The student measured and/or prepared the appropriate solution to de	eliver Critical
	The student, wearing exam gloves, properly lubricated the tube Critic	cal
	The student passed the tube into the animal's rectum without force C	ritical
	The student properly administered the prepared fluid Critical	
	The student removed the tube from the rectum Critical	
	The student placed the animal in an appropriate area to observe the contents from the colon Critical	expulsion of
Number of	Times Task Needs to be Successfully Performed: 1	
Materials S	Submitted for Evaluation and Verification:	
1. Tas	sk Verification Form for Perform an Enema skill, signed by the Clinical Mer	ntorship supervisor.
adr	e video showing the student preparing and measuring fluid, lubricating and ministering the enema solution, removing the tube, and expulsion of contert student should provide a narrative while recording to describe the steps to	nts from the colon.
Student Na	ame:	_
Superviso	r Name:	RVT, CVT, LVT DVM, VMD
Patient Na	me: Date:	
I verify that	the student performed these tasks under my supervision.	

15. PRODUCE A DIAGNOSTIC ECG TRACING

Goal:	To successfully produce a diagnostic ECG tracing	
Descrip	tion: The student will produce a diagnostic ECG tracing on a dog or cat. A re be used.	mote system may
Criteria	The student had an assistant place and restrain the patient in right later a towel or mat. Care was taken to keep the patient as still as possible C	
	The student ensured the legs were perpendicular to the body and not to other	ouching each
	The student correctly attached the front limb leads to the caudal aspect below the elbow. The rear limb leads were attached on the cranial aspe Critical	
	The student moistened the leads with contact gel, alcohol or an accepta Critical	able alternative
	The student set the machine settings according to the machine available	e
	The student obtained at least 6 inches of good tracing per lead without	artifact. Critical
	If using Cardiopet or another "remote" ECG system, the student followe for timing of each lead, as defined by the company	d the guidelines
Numbe	r of Times Task Needs to be Successfully Performed:	
Materia	ls Submitted for Evaluation and Verification:	
	Task Verification Form for Produce a Diagnostic ECG Tracing skill, signed by th Mentorship supervisor.	e Clinical
	One video showing the student placing the leads, moistening the leads and sho positioning of the legs.	wing the
	One ECG printout tracing from the recorded case. If using a remote system, a report including the tracing should be submitted.	copy of the
Student	Name:	
Supervi	sor Name:	RVT, CVT, LVT DVM, VMD
Patient	Name: Date:	
I verify t	hat the student performed these tasks under my supervision.	

16. PERFORM A COMPLETE DENTAL PROPHYLAXIS

Goal: To successfully perform a dental prophylaxis on an anesthetized dog or cat.

Description: The student will perform a dental prophylaxis on an anesthetized dog or cat. The student

should focus on the dental procedure while another technician monitors anesthesia.

Criteria: The student performed an oral exam to evaluate occlusion, any retained deciduous or

deformed teeth, and evaluate the amount of calculus present Critical

The student placed towels under the patient's head and neck to prevent potential aspiration of water and debris **Critical**

The student wore a mask, exam gloves and eye protection before beginning the scaling of the teeth **Critical**

The student hand scaled the subgingival area of the teeth

The student removed the calculus from the supragingival area of the teeth, by either starting out with manual instruments and then using the ultrasonic scaler, or just used the ultrasonic scaler **Critical**

If manual instruments were used, the student maintained the proper angle with the scaling instrument and moved from the gingival edge toward the crown **Critical**

The student did not leave the ultrasonic scaler on the tooth for longer than 10-15 seconds at a time **Critical**

The student maintained the side of the ultrasonic scaler parallel to the tooth and worked with overlapping strokes from the gingival edge toward the crown. The student avoided using the tip of the scaler. **Critical**

The student polished the teeth using the polish device at low speed, for no longer than 2-3 seconds at a time **Critical**

The student rinsed the teeth with water to remove any residual debris from the mouth **Critical**

The student examined the gingival tissues and pocket depths around all of the teeth with a periodontal probe and noted the abnormalities on either the dental or patient chart **Critical**

The student showed both sides of the mouth, and performed a post cleaning oral exam and charted the teeth on the appropriate dental chart or record **Critical**

The student provided a live narrative as they performed the procedure (**voice over is not acceptable**) **Critical**

The student composed a set of discharge and home care instructions for the client and explained them to the client upon releasing the patient from the hospital. These included post-anesthesia information as well as home dental care options and were specific for this patient. **Critical**

The student submitted copies of the dental chart, discharge instructions, and home dental care guidelines **Critical**

Number of Times Task Needs to be Successfully Performed: 1

Materials Submitted for Evaluation and Verification:

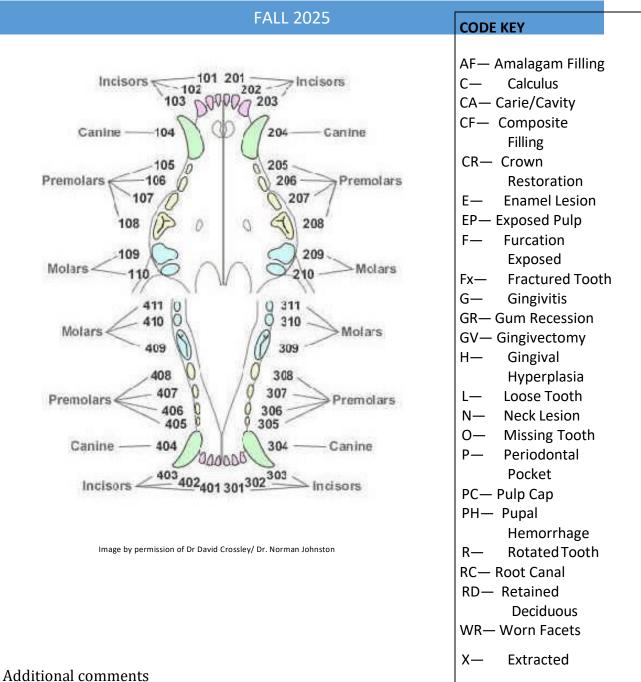
- 1. Task Verification Form for Perform a Complete Dental Prophylaxis skill, signed by the Clinical Mentorship supervisor.
- 2. **One video** showing the student performing the oral exam, hand scaling, using the ultrasonic scaler, polishing the teeth, rinsing the mouth, checking periodontal pocket depth, and performing the post-prophy oral exam. A close-up of the mouth, before waking the dog from anesthesia, will be required for the video submission. The student should provide a live narrative to describe the steps being performed (voice over not acceptable).
- 3. **One video** showing the student releasing the patient from the hospital and providing client education to the owner. The student should give the owner written discharge instructions and home dental care guidelines/recommendations, going over these verbally with the client.
- 4. A dental chart should be provided from the videotaped dental performed. This may be the one provided in the notebook or submit the one used by the mentorship site. It must be complete and follow somewhat the one provided in the mentorship logbook.
- 5. A copy of the written discharge and home care instructions given to the client.

Note: Because this task will be lengthy, the video may show a 2-3 minute portion of each step being performed. The entire procedure does not have to be videoed. The student must ensure the criteria listed are **clearly** represented on the video.

Student Name:		
Supervisor Name:		RVT, CVT, LVT DVM, VMD
Patient Name:	Date:	
Patient Name:	Date:	
I verify that the student performed these to	asks under my supervision.	
Signature of Clinical Mentorship Super	visor:	

CANINE DENTAL RECORD

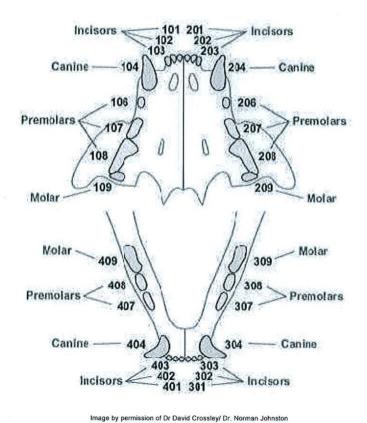
Hospital			DVM			
Technician/Assista	ant			Date		
Patient Name _		Age _	Specie	s	Weight	
Temperature	Pulse	Respiration	າ	Overall health _		
Chief Complaint	t					
Previous Dental	Treatments					
Dental Home Ca	are					
			O a division			
	Skull type		Occlusion	Cainana (Namana)		
	Brachycephalic			Scissors (Normal)		
	Mesocephalic			Brachygnathism (0	•	
	Dolichocephalic			Prognathism (Und	ershot)	
				Level Bite		
	Calculus		Periodontal D)isease		
	Furcation exposure			Grade 1: Marginal	Gingivitis	
	Gingivitis			Grade 2: Gingivitis	s, Edema, Bleeds	s on Probing
	Hyperplasia			Grade 3: Pocketing	g, Receding Gur	ms
	Mobility			Grade 4: Deep Po	ckets, Pus Form	ation
Diagnasia						
Diagnosis						
Assessment_						
Recommendations	S					



Radiographic Findings

FELINE DENTAL RECORD

nician/	Assistant		Date		
i iioiai i/ <i>i</i>	toolotalit				
atient Na	ame	Age _	Species Weight		
emperat	ure Pulse	Respiration	n Overall health		
hief Con	nplaint				
revious I	Dental Treatments				
ental Ho	me Care				
	Skull type		Occlusion		
	Brachycephalic		Scissors (Normal)		
	Mesocephalic		Brachygnathism (Overshot)		
	Dolichocephalic		Prognathism (Undershot)		
			Level Bite		
	Calculus		Periodontal Disease		
	Furcation exposure		Grade 1: Marginal Gingivitis		
	Gingivitis		Grade 2: Gingivitis, Edema, Bleeds on Probing		
	Hyperplasia		Grade 3: Pocketing, Receding Gums		
Mobility			Grade 4: Deep Pockets, Pus Formation		
gnosis					
sessment	<u>-</u>				



CODE KEY AF— Amalagam Filling Calculus CA— Carie/Cavity CF— Composite Filling CR- Crown Restoration E-**Enamel Lesion** EP— Exposed Pulp Furcation Exposed Fx-Fractured Tooth Gingivitis G— GR— Gum Recession GV— Gingivectomy H— Gingival Hyperplasia Loose Tooth N-**Neck Lesion** 0-Missing Tooth P-Periodontal Pocket PC— Pulp Cap PH— Pupal Hemorrhage R— Rotated Tooth RC— Root Canal RD— Retained Deciduous

WR— Worn Facets X— Extracted

Additional comments		
¥.		
adiographic Findings		