



Veterinary Nursing Distance Learning Fall 2025 version

Surgical Nursing Mentorship



VM 21200

Criteria Logbook

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Clinical Mentorship Tasks

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- 2. Clean instruments post-operatively
- 3. Prepare a surgical pack for sterilization
- 4. Sterilize an instrument pack in a steam autoclave
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- 6. Open a gown and gloves
- 7. Aseptically open pack / instruments as a circulating nurse
- 8. Position patient for surgical procedures
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- 10. Prepare a surgical site using aseptic technique orchiectomy
- 11. Demonstrate surgical scrubbing of hands and arms
- 12. Demonstrate gowning and closed gloving technique as a scrub nurse
- 13. Aseptically pass instruments, operate suction, and assist with tissue handling as a scrub nurse
- 14. Removal of sutures or staples
- 15. Apply an emergency splint

Clinical Mentorship Projects

16. Operating room sanitation and care

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

Student Information

Contact Information

Questions regarding the overall Clinical Mentorship process should be directed to-

Jennifer Smith, BS, RVT, LATG

Clinical Mentorship Coordinator

jpope@purdue.edu

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

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 appropriated 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-

- Restrain a dog in sternal recumbency*
- Restrain a dog in lateral recumbency*
- Restrain a dog for cephalic venipuncture*
- Restrain a dog for saphenous venipuncture*
- Restrain a dog for jugular venipuncture*
- Administer subcutaneous injection**
- Administer intramuscular injection**
- Intravenous cephalic injection canine**

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

Ensuring the welfare and safety of animals during handling and restraint is paramount. Proper techniques must be employed to minimize stress and prevent injury. This involves understanding the normal behavior of the animal, using humane methods, and applying the least amount of restraint necessary to achieve the desired outcome. Training in these techniques is essential for all personnel involved in animal care. The use of physical, mechanical, or pharmaceutical restraints should be carefully considered and monitored to ensure they are appropriate and effective.

With this in mind, the student is expected to utilize Fear Free® techniques for animal handling and restraint, as well as ensure that all patients are handled and restrained appropriately when they perform skills. Failure to do so will result in consequences ranging from loss of points or repeating the task, up to failure of the course and / or dismissal from the program.

By adhering to these principles, we can promote the health and well-being of animals while ensuring a safe environment for both patients and veterinary personnel.

Selecting the Clinical Mentorship Site – Facility Requirements

You must visit the Clinical Mentorship Site and determine if the following supplies and equipment are readily available to you for use during your Clinical Mentorship. 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:

- A surgery instrument pack that may be sterilized
- A steam autoclave that is in good working order
- Surgical instruments packaged and sterilized separately
 - Steri-peel packaging (pouch)
 - Cloth or paper wrapping
- A surgery room
- Surgical suction unit
 - Tubing
 - o Tip (e.g. Poole, Frazier/Adson, Yankauer)
- Clippers with a #40 blade
- Suture or staple removal instrument

In addition, the following disposable items must be available:

- Sterile surgery gown
- Sterile surgery gloves
- Supplies for a sterile surgical prep of a patient
 - Sterile gloves
 - Sterile pourable saline
 - Sterile gauze sponges
 - o Antiseptic scrub (e.g. povidone iodine, chlorhexidine, alcohol, saline)
 - Surgical scrub (e.g. povidone iodine, chlorhexidine)
- Scrub brushes for scrubbing of hands (may be disposable or re-sterilizable)
- Pourable sterile saline solution
- Instrument cleaning solution
- Instrument cleaning brushes
- Scalpel blades
- Suture material sterile, commercially pre-packaged
- Sterile surgical drapes
- Pack warps
- Packaging for sterile instruments
- Gauze sponges
- Chemical sterilization indicator or integrator
 - o Tape
 - o Strip
- Splint for bandaging

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-

- 1. Label all items submitted so that the materials submitted for evaluation and validation at Purdue are identified as the student's submission.
- 2. Label all videos posted to Brightspace with the task number.
- 3. Submit materials by the deadlines listed in the course syllabus

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 this mentorship, to verify that required items are available to them and adequate for completion of tasks in their facility.

Criteria:

Live Narration Required:

- The student introduced the video and showed their face clearly.
- The student walked through the facility and showed the following clearly:
 - VNDL-provided sign informing clients that students may be involved in patient care (it should be displayed in an area that is visible to clients). (CRITICAL)
 - o Paper or cloth wrapping material for packs (CRITICAL)
 - Surgical scrub brush (disposable or re-sterilizable) (CRITICAL)
 - Surgical suction unit, including tubing and tip(s) (CRITICAL)
 - Suture or staple removal instrument (CRITICAL)
 - Splint for bandaging (CRITICAL)

Yes

	- res
Contin	uous (unedited) Video Required: No
Numb	er of Times Task Needs to be Successfully Performed: 1
Materi	ials Submitted for Evaluation and Verification:
	Task Verification Form for Video Verification of Required Equipment and Supplies, signed by the Clinical Mentorship supervisor. One video showing the student as they introduced themselves and walked through the facility, showing the listed items clearly. The student narrated the video live as they showed items.
Studer	nt Name:
Superv	visor Name: RVT, CVT, LVT, LVMT, DVM, VMI
l verify	that the student will have access to the items shown for tasks in this course.

Signature of Clinical Mentorship Supervisor: ______

2. CLEAN INSTRUMENTS POST-OPERATIVELY

Goal: To properly handle, care for, and clean surgical instruments post-operatively.

Description: The student will rinse soiled instruments in cold water immediately after use, then demonstrate appropriate manual cleaning of surgical instruments.

- The student selected at least five different types of instruments to clean and verbally identified each by their correct full name. (CRITICAL)
- The student rinsed all soiled instruments in cold water.
- The student properly measured and mixed a neutral pH instrument detergent with water and placed instruments in detergent solution (instrument pan or sink) for soaking. (CRITICAL)
- Using the soft bristle brush, the student cleaned all smooth surfaces of the instrument: fingers loops, shaft, box lock and hinges. (**CRITICAL**)
- Using the soft bristle brush, the student cleaned any serrations in the instruments, scrubbing in the direction of the serrations. (**CRITICAL**)
- The student rinsed each instrument completely.
- The student laid each rinsed instrument on a clean towel with the joints fully open to dry.
- The student carefully inspected all instruments for function/damage, ensuring that: (CRITICAL)
 - o The box locks open and close smoothly.
 - o The ratchets engage and disengage easily.
 - The jaws and teeth are properly aligned.
- The student lubricated all hinged instruments.

2. CLEAN INSTRUMENTS POST-OPERATIVELY (CONTINUED)

Yes

Live Narration Required:

Continuous (unedited) Video Required: No	
Number of Times Task Needs to be Successfully Performed: 2	
Materials Submitted for Evaluation and Verification:	
 Task Verification form for Cleaning Instruments Post-operatively mentorship supervisor. One video of the student cleaning instruments post-operatively. List of instruments cleaned. Type of water used for detergent solution (de-ionized, distilled, Name, mixing recommendations, and pH of detergent used. 	
Student Name:	_
Supervisor Name:	RVT, CVT, LVT, LVMT, DVM, VMD
Date:	
Date:	
I verify that the student performed these tasks under my supervision.	
Signature of Clinical Mentorship Supervisor:	

3. PREPARE A SURGICAL PACK FOR STERILIZATION

Goal: To assemble a surgical pack and prepare it for sterilization for clinical use.

Description: The student will assemble a soft tissue pack with clean instruments, following guidelines from a checklist or "recipe". The pack will be appropriately packaged using the clinic's preferred packaging material.

- The student gathered the appropriate instruments and supplies
 - o 2 cloth or paper wraps free of holes or tears
 - o steam indicator strip for inside the pack
 - o steam indicator tape
 - o pen or marker
 - o gauze (if applicable)
 - instrument pan (if applicable)
- The student laid out both wraps on top of each other in a diamond shape.
- The student placed the pack contents in middle of wraps in the instrument pan (if applicable) positioned squarely in them.
- The student assembled the pack correctly by following the instructions on the checklist or recipe. (CRITICAL)
- The student appropriately selected and placed the chemical indicator. (CRITICAL)
- The student wrapped the pack, wrapping one layer at a time starting with the inner wrap layer.
- The student wrapped the pack, wrapping one layer at a time starting with the inner wrap layer.
- The student used indicator tape to secure the pack, labeling it with pack type, date, and their initials (CRITICAL)

3. PREPARE A SURGICAL PACK FOR STERILIZATION (CONTINUED)

Yes

Live Narration Required:

Contin	uous (unedited) Video Required: No
Numbe	er of Times Task Needs to be Successfully Performed: 2
Materi	als Submitted for Evaluation and Verification:
1. 2. 3.	Task Verification form for Preparing a Surgical Pack for Sterilization skill, signed by the Clinical Mentorship supervisor. One video of the student preparing a surgical pack for sterilization. Checklist or recipe for surgical pack demonstrated on video, including type of chemical indicator, linens within pack, and packaging material used (i.e., surgical wrap linen, paper, peel pouch), and type of instrument pan used (i.e., fenestrated, non-fenestrated)
	isor Name: RVT, CVT, LVT, LVMT, DVM, VMD
Date: _	
I verify	that the student performed these tasks under my supervision.
Signatu	re of Clinical Mentorship Supervisor:

4. STERILIZE AN INSTRUMENT PACK IN A STEAM AUTOCLAVE

Goal: To properly operate a steam autoclave to achieve sterilization of surgical instrument packs.

Description: The student will load a prepared instrument pack into a steam autoclave, select appropriate cycle parameters based on the autoclave type and pack contents. The student will safely operate the autoclave according to manufacturer's guidelines and verify sterilization success.

- The student selected an appropriately prepared instrument pack.
- The student placed the pack in an autoclave.
- The student ensured that the packs did not touch the inner walls of the autoclave and did not stack packs on top of each other or tightly pack the autoclave.
- The student stated verbally the make, model, and type (hi-vac or gravity) of steam autoclave.
- The student stated verbally the steam autoclave settings for processing the surgical pack, including: (CRITICAL)
 - o Temperature (degrees F or C)
 - Exposure time (minutes)
 - Dry cycle time (minutes)
- The student properly operated the autoclave according to the manufacturer's instructions. **(CRITICAL)**
- Once the autoclave cycle was complete, the student vented the autoclave (if not automatic).
- Using PPE, the student removed the surgical pack from the autoclave with attention to personal safety (e.g. used oven mitt).
- The student placed the cooled pack on a clean, flat surface.
- The student opened the pack to show that the inner chemical indicator had changed to indicate successful sterilization, verbally stating the changes noted. (CRITICAL)

4. STERILIZE AN INSTRUMENT PACK IN A STEAM AUTOCLAVE (CONTINUED)

Live Narration Required: Yes	
Continuous (unedited) Video Required: No	
Number of Times Task Needs to be Successfully Performed: 2	
Materials Submitted for Evaluation and Verification:	
 Task Verification form for Sterilizing an Instrument Pack task, sign supervisor. One video of the student Sterilizing an Instrument Pack. 	gned by the Clinical Mentorship
Student Name:	
Supervisor Name:	_ RVT, CVT, LVT, LVMT, DVM, VMD
Date:	
Date:	
verify that the student performed these tasks under my supervision.	
Signature of Clinical Mentorship Supervisor:	

5. PREPARE AND STERILIZE AN INDIVIDUALLY PACKAGED INSTRUMENT OR ITEM

Goal: To properly operate a steam autoclave to achieve sterilization of individually packaged surgical instruments or items.

Description: The student will prepare and load an individually packaged instrument or item into a steam autoclave, select appropriate cycle parameters based on the autoclave type and package contents. The student will safely operate the autoclave according to manufacturer's guidelines and verify sterilization success.

- The student gathered the appropriate instrument or item supplies
 - o instrument or item to be sterilized
 - **Note**: A package of 10-20 gauze squares would be considered an individual item.
 - o appropriately sized sterilization pouch
 - o indicator strip or tape (if applicable)
 - pen or marker
- The student inserted the instrument or item into the opening of the sleeve
 - o If using an instrument, the student ensured it was inserted rings/handle first into the sleeve to allow for proper/safe removal when opened.
- If not present on the pouch, the student inserted an indicator strip into the pouch or applied a strip of indicator tape to the outside of the pouch.
- The student removed the adhesive strip on the pouch flap and sealed the pouch.
- The student labeled the pouch with instrument/item type, date, and their initials (CRITICAL)
- The student placed the packaged instrument/item appropriately into the autoclave.
- The student ensured that the pouch did not touch the inner walls of the autoclave and did not stack pouches on top of each other or tightly pack the autoclave.
- The student stated verbally the make, model, and type (hi-vac or gravity) of steam autoclave.
- The student stated verbally the steam autoclave settings for processing the surgical pack, including: (CRITICAL)
 - Temperature (degrees F or C)
 - Exposure time (minutes)
 - Dry cycle time (minutes)
- The student properly operated the autoclave according to the manufacturer's instructions. **(CRITICAL)**
- Once the autoclave cycle was complete, the student vented the autoclave (if not automatic).
- Using PPE, the student removed the packaged instrument/item from the autoclave with attention to personal safety (e.g. used oven mitt).
- The student placed the cooled instrument/item on a clean, flat surface.
- The student inspected the package to ensure it was intact and stated verbally the result of the inspection as well as the chemical indicator reading. (CRITICAL)

5. PREPARE AND STERILIZE AN INDIVIDUALLY PACKAGED INSTRUMENT OR ITEM (CONTINUED)

Live Narration Required:	Yes			
Continuous (unedited) V	ideo Required:	No		
Number of Times Task N	eeds to be Successi	fully Performed:	2	
Materials Submitted for	Evaluation and Ver	ification:		
the Clinical Ment	orship supervisor.		ackaged Instrument or ually packaged instrume	
Student Name:				
Supervisor Name:			RVT, CVT, LV	/T, LVMT, DVM, VMC
Date:				
Date:				
I verify that the student _I	performed these tas	sks under my sup	pervision.	
Signature of Clinical Me	ntorship Supervisor	:		

6. OPEN A GOWN AND GLOVES

Goal: To aseptically open a sterile gown and gloves for the surgical team, maintaining sterility throughout the process to support the surgical environment.

Description: The student will demonstrate the correct technique for opening sterile gown and glove packages as a non-sterile team member (circulating nurse), ensuring the contents remain sterile and accessible to the sterile team member who will be donning them.

Criteria:

Gown

- The student verified that the items were not expired and had been properly sterilized, verbalizing the items indicating that the items are sterile. (CRITICAL)
- o The student placed the items on a clean, dry, and flat surface.
- The student broke/removed the tape.
- Standing to the side or in front of the pack, the student pulled out the exposed tab of the outer wrap and back over the top to lay the corner down flat or over edge of mayo stand, ensuring that they did not touch the inner wrap or reach over the top of the inner pack. (CRITICAL)
- The student opened the remaining corners/flaps in the correct order without breaking the sterile field or otherwise contaminating the pack. (CRITICAL)
- The student opened and had the gown pack positioned in such a way that the surgical team member was able to easily grab the gown while maintaining asepsis.
- o The student tied the surgery gown for the surgical team member aseptically. (CRITICAL)

Gloves

- The student removed the glove packaging and placed the glove pouch on a clean, dry, and flat surface.
- The student grasped the middle flaps and pulled outward to expose the gloves (opened like a book).
- The student pinched the paper at the corners to help keep the flaps open.
- The student opened the gloves without breaking the sterile field or otherwise contaminating the inner portion of the gloves (CRITICAL)

6. OPEN A GOWN AND GLOVES (CONTINUED)

Live Na	arration Required:	Yes			
Contin	uous (unedited) Video F	Required:	Yes		
Numbe	er of Times Task Needs t	o be Successful	lly Performed:	2	
Materi	als Submitted for Evalua	ation and Verifi	cation:		
1.	Task Verification Form supervisor.	for Open a Gow	n and Gloves skil	ll, signed	by Clinical Mentorship
2.	One video of the stude	nt selecting and	d aseptically oper	ning a gov	vn and gloves.
	nt Name:				– RVT, CVT, LVT, LVMT, DVM, VMD
Date: _					
Date: _					
I verify	that the student perfor	med these tasks	s under my super	vision.	
Signatu	ure of Clinical Mentorsh	ip Supervisor: _			

7. ASEPTICALLY OPEN PACK / INSTRUMENTS AS A CIRCULATING NURSE

Goal: To aseptically present surgical packs and individually wrapped instruments to sterile team members, maintaining sterility of the contents throughout the opening process.

Description: The student will demonstrate proper technique for opening wrapped surgical packs and individually packaged instruments (both steri-peel and cloth/paper wrapped) as a circulating nurse, allowing sterile team members access to the contents without contamination.

- Surgery Pack
 - The student placed the surgery pack on a clean, dry surface.
 - The student removed or tore the tape holding securing the pack.
 - The student opened the pack without contamination, and the flaps were opened in the correct order. (CRITICAL)
 - The student stepped away so the surgeon or scrub nurse could complete the opening of the pack.
- Steri-peel Instrument
 - The student detached the corners of the steri-peel without contamination or accidentally opening it too much.
 - o The student peeled back the edges of the steri-peel.
 - o The student did not roll their wrists.
 - The student stopped when the instrument was exposed enough for the surgeon or scrub nurse to grasp.
 - The student allowed the surgeon or scrub nurse to control the removal of the instrument.
 - The instrument or surgeon was not contaminated during the opening process.
 (CRITICAL)
- Cloth or Paper Wrapped Instrument
 - The student held the package in their hand during the opening process. (CRITICAL)
 - The student removed or tore the tape securing the pack.
 - o The student opened the flaps in the correct order. (CRITICAL)
 - The student stopped when the instrument was exposed enough for the surgeon or scrub nurse to grasp.
 - The student allowed the surgeon or scrub nurse to control the removal of the instrument.
 - The instrument or surgeon was not contaminated during the opening process.
 (CRITICAL)

7. ASEPTICALLY OPEN PACK / INSTRUMENTS AS A CIRCULATING NURSE (CONTINUED)

Live Na	arration Required:	Yes		
Contin	uous (unedited) Video R	equired:	No	
Numb	er of Times Task Needs to	o be Success	fully Performed:	2 times each item
Mater	ials Submitted for Evalua	tion and Ver	rification:	
1.	signed by Clinical Mento One video of the studer peel packaged instrume show the instrument po	orship super nt performing ent, and a clo osition in the noval of the i	visor. g the three openin oth or paper wrapp e student's hands, t nstrument by the s	nstruments as the Circulating Nurse skill, ing techniques with a surgery pack, a steri- ped instrument. The video should clearly the slow, controlled opening of the scrub nurse or the surgeon. The narration orms it.
Studer	nt Name:			
Superv	visor Name:			RVT, CVT, LVT, LVMT, DVM, VMI
Date (Surgical Pack):			
Date (Steri-Peel Instrument):			
Date (Cloth/Paper Wrapped):			
I verify	that the student perforn	ned these tas	sks under my supe	ervision.

Signature of Clinical Mentorship Supervisor:

8. POSITION PATIENT FOR SURGICAL PROCEDURES

*NOTE: This task may be simulated on a patient anesthetized for any procedure.

Goal: To properly position anesthetized patients for specific surgical procedures, optimizing surgical access while maintaining patient safety and physiologic function.

Description: The student will demonstrate correct patient positioning for both a laparotomy and orthopedic procedure, accounting for patient comfort, thermal support, proper anatomical alignment, and optimal surgical exposure. The student will secure the patient in a stable position that provides the surgical team access to the surgical site.

- Laparotomy
 - The student identified the procedure. (CRITICAL)
 - The student placed a patient warming device and towels under the patient. (CRITICAL)
 - The student placed the animal in position and explains the reason for the position.
 (CRITICAL)
 - o The student secured the limbs of the patient. (CRITICAL)
 - The student properly positioned a patient for the stated laparotomy procedure.
 (CRITICAL)
- Orthopedic Procedure
 - o The student identified the procedure. (CRITICAL)
 - The student placed a patient warming device and towels under the patient. (CRITICAL)
 - The student placed the animal in position and explains the reason for the position.
 (CRITICAL)
 - o The student secured the limbs of the patient. (CRITICAL)
 - The student properly positioned a patient for the stated orthopedic procedure.
 (CRITICAL)

8. POSITION PATIENT FOR SURGICAL PROCEDURES (CONTINUED)

Live Na	arration Required:	Yes					
Contin	uous (unedited) Video F	Required:	No				
Numbe	er of Times Task Needs t	o be Successfu	lly Performed:	1 each	position		
Materi	als Submitted for Evalua	ation and Verifi	ication:				
1.	 Task Verification Form for Position Patient for Procedures skill, signed by Clinical Mentorship supervisor. 						
2.	 One video of the student positioning a patient for a laparotomy. The student will narrate the steps performed. 					arrate the	
3.	One video of the stude narrate the steps perfo		a patient for an	orthoped	ic procedure. The st	udent will	
	: This task may be simu ot Name:	·			procedure. 		
Superv	isor Name:				_ RVT, CVT, LVT, LVM	T, DVM, VMC	
Patient	: Name:		D	ate:		lap / ortho	
Patient	Name:		D	ate:		lap / ortho	
I verify	that the student perform	med these task	s under my supe	ervision.			
Signatu	ure of Clinical Mentorsh	ip Supervisor: _					

PREPARE A SURGICAL SITE USING ASEPTIC TECHNIQUE -OVARIOHYSTERECTOMY

Goal: To properly clip a surgical site for ovariohysterectomy defining the proper anatomical landmarks and to prepare the site using antiseptics so that the site is ready for surgery.

Description: The student will demonstrate thorough surgical site preparation for canine and feline ovariohysterectomy, including appropriate hair removal from the correct anatomical region, urinary bladder palpation and expression, and surgical site aseptic technique with appropriate solutions.

- The student verbally explained the area to be clipped using the correct anatomical landmarks.
- In a designated prep area, away from the operating room, the student clipped all the hair from the surgical site according to the stated landmarks. (CRITICAL)
- The student removed all the hair from the surgical site as well as from the work area (e.g. used a lint roller and/or vacuum). (CRITICAL)
- The student palpated the urinary bladder and expressed it as needed. (CRITICAL)
- The student verbally identified the solutions used in the prep and donned clean exam gloves. (CRITICAL)
- The student prepped the site with a clean surgical sponge soaked with an antiseptic scrub beginning at the incision site and worked toward the edges in a target pattern. (CRITICAL)
- The student discarded the sponge once it reached the edge of the clipped area and did not bring the sponge back to the incision site once it was moved away from the incision site. (CRITICAL)
- The student prepped the site with a clean surgical sponge soaked with a rinse solution beginning at the incision site and worked toward the edges in a target pattern. (CRITICAL)
- The student discarded the sponge once it reached the edge of the clipped area and did not bring the sponge back to the incision site once it was moved away from the incision site. (CRITICAL)
- The student repeated the process of alternating the antiseptic scrub and rinse solution a minimum of 3 times or until the final rinse sponge was clean. (CRITICAL)
- The student showed that the final rinse sponge was clean. (CRITICAL)

9. PREPARE A SURGICAL SITE USING ASEPTIC TECHNIQUE-OVARIOHYSTERECTOMY (CONTINUED)

Live Na	arration Required:	Yes					
Contin	uous (unedited) Video R	equired:	Yes				
Numbe	er of Times Task Needs to	be Successful	lly Performed	: 2 (one	dog, one cat)		
Materi	als Submitted for Evalua	tion and Verific	cation:				
 2. 3. 	 the Clinical Mentorship supervisor. One video of the student clipping and prepping a <u>female canine</u> patient for an ovariohysterectomy surgery. The video should clearly show the student following the prescribed prepping procedure. The student should verbally and physically identify the anatomical landmarks for the clip and at the end of the final rinse, should show the sponge that is clean. 						
Studen	t Name:				_		
Superv	Supervisor Name: RVT, CVT, LVT, LVMT, DVM, VMD						
Patient	: Name:			Date:		dog / cat	
Patient	: Name:			Date:		dog / cat	
I verify that the student performed these tasks under my supervision.							

Signature of Clinical Mentorship Supervisor:

10. PREPARE A SURGICAL SITE USING ASEPTIC TECHNIQUE - ORCHIECTOMY

Goal: To properly clip a surgical site for orchiectomy defining the proper anatomical landmarks and to prepare the site using antiseptics so that the site is ready for surgery.

Description: The student will demonstrate thorough surgical site preparation for canine and feline orchiectomy, including appropriate hair removal from the correct anatomical region and surgical site aseptic technique with appropriate solutions.

- The student verbally explained the area to be clipped using the correct anatomical landmarks for either the pre-scrotal or scrotal approach.
- In a designated prep area, away from the operating room, the student clipped all the hair from the surgical site according to the stated landmarks. (CRITICAL)
- The student removed all the hair from the surgical site as well as from the work area (e.g. used a lint roller and/or vacuum). (CRITICAL)
- The student verbally identified the solutions used in the prep and donned clean exam gloves. **(CRITICAL)**
- The student prepped the site with a clean surgical sponge soaked with an antiseptic scrub beginning at the incision site and worked toward the edges in a target pattern. (CRITICAL)
- The student discarded the sponge once it reached the edge of the clipped area and did not bring the sponge back to the incision site once it was moved away from the incision site. (CRITICAL)
- The student prepped the site with a clean surgical sponge soaked with a rinse solution beginning at the incision site and worked toward the edges in a target pattern. (CRITICAL)
- The student discarded the sponge once it reached the edge of the clipped area and did not bring the sponge back to the incision site once it was moved away from the incision site. (CRITICAL)
- The student repeated the process of alternating the antiseptic scrub and rinse solution a minimum of 3 times or until the final rinse sponge was clean. (CRITICAL)
- The student showed that the final rinse sponge was clean. (CRITICAL)

10. PREPARE A SURGICAL SITE USING ASEPTIC TECHNIQUE - ORCHIECTOMY (CONTINUED)

Live Narration Required: Yes

Continu	uous (unedited) Video Required: Yes						
Numbe	er of Times Task Needs to be Successfully Per	formed: 2 (on	e dog, one cat)				
Materia	als Submitted for Evaluation and Verification	:					
1.	Task Verification Form for Clip and Prepare a Clinical Mentorship supervisor.	_		·			
2.	2. One video of the student clipping and prepping a <u>male canine</u> patient for an orchiectomy surgery. The video should clearly show the student following the prescribed prepping procedure. The student should verbally and physically identify the anatomical landmarks for the clip and at the end of the final rinse, should show the sponge that is clean.						
3.	3. One video of the student clipping and prepping a <u>male feline</u> patient for an orchiectomy surgery. The video should clearly show the student following the prescribed prepping procedure. The student should verbally and physically identify the anatomical landmarks for the clip and at the end of the final rinse, should show the sponge that is clean.						
Studen	t Name:						
Superv	isor Name:		_ RVT, CVT, LVT, LVM	T, DVM, VMD			
Patient	: Name:	Date:		dog / cat			
Patient	: Name:	Date:		dog / cat			
I verify	that the student performed these tasks unde	r my supervision.					

Signature of Clinical Mentorship Supervisor:

11. DEMONSTRATE SURGICAL SCRUBBING OF HANDS ARMS

Goal: To properly perform a surgical hand and arm scrub followed by aseptic donning of sterile surgical attire, establishing and maintaining personal sterility for participation in surgical procedures.

Description: The student will demonstrate a surgical preparation sequence, including proper surgical hand/arm scrub using appropriate technique and timing and aseptic drying of hands and arms.

- The student was donned in the appropriate surgical attire, including- (CRITICAL)
 - o scrubs
 - o surgical cap
 - surgical mask
- The student had an opened a gown pack available on a clean, dry, flat surface.
- Surgical Scrubbing of Hands and Arms
 - The student removed any jewelry, ensured that their nails did not extend beyond their fingertips, and that no nail adornments were present (e.g. artificial nails, polish, etc.).
 - The student verbally identified the scrub agent used, its contact time requirements per manufacturer, and the type of brush used.
 - The student wet both hands and forearms and cleaned their nails using the nail pick.
 - The student applied the antiseptic scrub over both arms and hands and let it lather.
 (CRITICAL)
 - The student began scrubbing the first hand and arm beginning at the fingertips.
 (CRITICAL)
 - The student scrubbed ends of the fingers 10 times. (CRITICAL)
 - The student scrubbed each of the four surfaces of each finger 10 times.
 (CRITICAL)
 - The student scrubbed each of the four sides of the hand 10 times. (CRITICAL)
 - The student scrubbed each of the four sides of the arm 10 times. (CRITICAL)
 - The student began scrubbing the second hand and arm repeating the same process performed on the first hand and arm. (CRITICAL)
 - The student repeated the scrubbing of hands and arms process a minimum of 3 times for each hand/arm. (CRITICAL)
 - The student rinsed the scrub away, ensuring that water ran from the fingertips down to the elbows.
 - The total scrubbing procedure had a minimum of 5 minutes of total contact time with the antiseptic solution.
 - The student did not touch any non-sterile objects. (CRITICAL)
 - o The student kept their hands above their elbows at all times during and after the scrub.

11. DEMONSTRATE SURGICAL SCRUBBING OF HANDS AND ARMS (CONTINUED)

Criteria (CONTINUED):

Live Narration Required:

Yes

- Drying of Hands and Arms
 - The student picked up the towel from the opened sterile gown without contamination or dropping of the hands below the elbows. (CRITICAL)
 - Using one end of the towel, the student dried the first hand beginning at the fingers and working towards the elbow.
 - Using the other end of the towel, the student dried the second hand beginning at the fingers and ending with the elbow.
 - The student discarded the towel without contamination. (CRITICAL)

Contin	uous (unedited) Video Required:	Yes			
Numbe	er of Times Task Needs to be Succes	sfully Performed	d: 2		
Materi	als Submitted for Evaluation and Ve	erification:			
	Task Verification Form for Demonst Mentorship supervisor. One video of the student scrubbing the process as the student perform	g their hands and			al
Studen	nt Name:			-	
Superv	risor Name:		R	RVT, CVT, LVT, LVMT, DVM, VM	D
Date: _					
Date: _					
I verify	that the student performed these ta	asks under my su	ipervision.		
Signatı	ure of Clinical Mentorship Superviso	or:			

12. DEMONSTRATE GOWNING AND CLOSED GLOVING TECHNIQUE AS A SCRUB NURSE

Goal: To aseptically don sterile surgical attire while establishing and maintaining personal sterility for participation in surgical procedures.

Description: The student will demonstrate a surgical preparation sequence, including donning of a sterile gown and closed gloving technique.

- The student was donned in the appropriate surgical attire, including- (CRITICAL)
 - o scrubs
 - surgical cap
 - o surgical mask
- The student had an opened a gown pack and gloves package available on a clean, dry, flat surface.
- Gowning for Surgery
 - The student removed the sterile gown from the pack and allowed it to unfold without contamination. (CRITICAL)
 - The student placed both arms in the sleeves and worked the gown on without contamination. (CRITICAL)
 - The student's hands did not exit the sleeves of the gown (e.g. remained with the gown cuffs).
 - The student stood with arms at chest height while the shoulders and back of the gown were tied by another person.
- Closed Gloving Technique
 - Throughout the following steps, the student's hands did not exit the sleeves of the gown. (CRITICAL)
 - The student picked up the first glove from the open package and placed it thumb toward the palm and fingers pointing towards the elbows. **(CRITICAL)**
 - The student grasped the glove on both sides through the sleeves of the gown and stretched the glove to create an opening. (CRITICAL)
 - The student pulled the glove over the hand. (CRITICAL)
 - The student moved their fingers from inside the cuff to the glove.
 - The student placed their fingers into the fingers of the glove.
 - The student pulled the sleeve of the gown and adjusted the glove to fit. (CRITICAL)
 - o The student repeated the process with the other glove and hand. (CRITICAL)
 - o The student made final adjustments on the gloves so that they fit snugly on their hands.
 - The student maintained aseptic technique throughout, not touching any non-sterile items or contaminating the sterile field areas. (CRITICAL)

12. DEMONSTRATE GOWNING AND CLOSED GLOVING TECHNIQUE AS A SCRUB NURSE (CONTINUED)

Live Narration Required:	Yes					
Continuous (unedited) Video	o Required:	Yes				
Number of Times Task Need	s to be Successfu	ully Performed:	2			
Materials Submitted for Eva	luation and Verif	ication:				
 Task Verification Formskill, signed by the C One video of the stunderration should clean 	linical Mentorshi _l dent donning a s	p supervisor. terile gown and p	erforming closed g	·		
Student Name:						
Supervisor Name:	Supervisor Name: RVT, CVT, LVT, LVMT, DVM, VMD					
Date:	_					
Date:						
I verify that the student perf	ormed these task	ks under my supei	rvision.			
Signature of Clinical Mentor	ship Supervisor:					

13. ASEPTICALLY PASS INSTRUMENTS, OPERATE SUCTION, AND ASSIST WITH TISSUE HANDLING AS A SCRUB NURSE

Goal: To provide assistance during a surgical procedure, demonstrating proper operating room conduct, instrument handling, suction operation, and tissue handling while maintaining aseptic technique.

Description: The student will serve as a scrub nurse during a surgical procedure, demonstrating proper operating room etiquette, maintaining sterile technique, correctly handling and passing surgical instruments to the surgeon, maintaining and operating suction, and providing appropriate assistance with tissue exposure and handling.

- Operating Room Conduct and Asepsis
 - The student maintained proper surgical attire (cap, mask, gown, gloves) without breaks in aseptic technique throughout the procedure. (CRITICAL)
 - The student demonstrated continuous awareness of the sterile field and avoided contamination. (CRITICAL)
 - The student anticipated the surgeon's needs based on the stage of the procedure and had appropriate instruments ready.
 - The student maintained proper positioning relative to the surgeon and patient throughout the procedure.
- Instrument Handling Towel Clamp
 - The student passed the instrument to the surgeon in a ready to use position. (CRITICAL)
 - o The surgeon was able to use the instrument with minimal adjustment.
 - When the instrument was returned to the student, it was wiped clean of blood and replaced on the organized table.
 - The student maintained the sterility of the instrument when handling and passing.
 (CRITICAL)
- Instrument Handling Scalpel Blade and Handle
 - The student properly loaded the scalpel handle with the appropriate scalpel blade.
 - The student passed the instrument to the surgeon in a ready to use position. (CRITICAL)
 - o The surgeon was able to use the instrument with minimal adjustment.
 - When the instrument was returned to the student, it was wiped clean of blood and replaced on the organized table.
 - The student maintained the sterility of the instrument when handling and passing.
 (CRITICAL)

13. ASEPTICALLY PASS INSTRUMENTS, OPERATE SUCTION, AND ASSIST WITH TISSUE HANDLING AS A SCRUB NURSE (CONTINUED)

Criteria (CONTINUED):

- Instrument Handling Needleholder
 - The student properly loaded the needleholder with the appropriate suture type.
 - o The student passed the instrument to the surgeon in a ready to use position. (CRITICAL)
 - o The surgeon was able to use the instrument with minimal adjustment.
 - When the instrument was returned to the student, it was wiped clean of blood and replaced on the organized table.
 - The student maintained the sterility of the instrument when handling and passing.
 (CRITICAL)
- Maintain and Operate Suction
 - The student appropriately removed the suction tip from the sterile packaging when it was exposed enough from the circulating nurse without contamination. (CRITICAL)
 - The student appropriately removed the suction tubing from the sterile packaging when it was exposed enough from the circulating nurse without contamination. **(CRITICAL)**
 - The student assembled the suction tip onto the suction tubing so that it was ready to use.
 - The student operated the suction tip/tubing smoothly while maintaining control and avoiding damage to the exposed tissues. (CRITICAL)
 - The student maintained the sterility of the suction tip and tubing when handling and in use. (CRITICAL)
- Tissue Handling
 - o The student verbally identified the appropriate instrument(s) to maintain hemostasis.
 - The student passed the instrument to the surgeon in ready to use position. (CRITICAL)
 - o The surgeon was able to use the instrument with minimal adjustment.
 - o The student soaked a gauze sponge in a sterile bowl filled with an isotonic solution.
 - The student blotted tissue appropriately with the moistened gauze. (CRITICAL)
 - The student properly handled exposed tissues without causing trauma. (CRITICAL)
 - The student appropriately discarded the soiled gauze sponge while maintaining asepsis and instrument accountability, allowing for a gauze count back. (CRITICAL)

13. ASEPTICALLY PASS INSTRUMENTS, OPERATE SUCTION AND ASSIST WITH TISSUE HANDLING AS A SCRUB NURSE (CONTINUED)

Live Na	rration Required:	Yes				
Continu	uous (unedited) Video R	equired: No				
Numbe	er of Times Task Needs t	be Successfully Perform	e d: 1			
Materia	als Submitted for Evalua	tion and Verification:				
1. 2.	Scrub Nurse skill signed by the Clinical Mentorship supervisor.					
Studen	t Name:					
Superv	isor Name:			_ RVT, CVT, LVT, LVMT, DVM, VMD		
Patient	Name:		Date:			
I verify that the student performed these tasks under my supervision.						
Signatu	re of Clinical Mentorshi	p Supervisor:				

14. REMOVAL OF SUTURES OR STAPLES

Goal: To safely and effectively remove skin sutures or staples from a surgical site.

Description: The student will evaluate the incision site, assess wound healing, and report any abnormal findings to the veterinarian. The student will remove sutures or staples using the correct removal tool while maintaining patient comfort.

- The student donned exam gloves. (CRITICAL)
- The student clearly visualized and inspected the incision site. (CRITICAL)
- If there were problems with the incision site, the student informed the veterinarian. (CRITICAL)
- If there were no problems with the incision, the student removed the sutures or staples. **(CRITICAL)**
- The student used the correct instrument to remove the sutures or staples. (CRITICAL)
- The student did not cause unnecessary harm or discomfort to the patient. (CRITICAL)

Live Narration Required:	Yes				
Continuous (unedited) Video I	Required:	No			
Number of Times Task Needs to be Successfully Performed:					
Materials Submitted for Evalu	ation and Verific	cation:			

- 1. Task Verification Form for Removal of Sutures or Staples skill, signed by the Clinical Mentorship supervisor.
- 2. One video of the student performing the suture or staple removal. The video should clearly show the incision and the removal of the sutures or staples by the student. The narration should clearly explain the process as the student performs it.

Student Name:		<u></u>
Supervisor Name:		RVT, CVT, LVT, LVMT, DVM, VMD
Patient Name:	Date:	
Patient Name:	Date:	
I verify that the student performed these	e tasks under my supervision.	
Signature of Clinical Mentorship Superv	isor:	

15. APPLY AN EMERGENCY SPLINT

*NOTE: This task may be simulated on any patient.

Goal: To properly apply a supportive and protective splint bandage to a canine or feline patient.

Description: The student will demonstrate the complete process of applying an emergency bandage with splint, including proper patient positioning, appropriate layer application, secure but not constrictive bandage placement, and effective splint integration.

- The student gathered the appropriate supplies
 - o non-porous tape
 - o tongue depressor (optional)
 - cast padding
 - o cling gauze (conforming stretch gauze)
 - o splint
- With the patient appropriately restrained by an assistant, the student applied tape stirrups to
 the distal portion of the limb, ensuring that only half the length of the tape strips were in contact
 with the leg. (CRITICAL)
 - *TIP: It is usually helpful (but not required) to place a tongue depressor between the dangling strips of tape.
- The student appropriately and evenly applied cast padding, starting distally and working proximally, overlapping by approximately 50% each pass around the limb. (CRITICAL)
- The student appropriately and evenly applied a layer of gauze to the limb, starting distally and working proximally, overlapping by approximately 50% each pass around the limb. (CRITICAL)
- The student chose an appropriate splint, measuring and trimming it as needed to ensure that it was a good fit. (CRITICAL)
- The student correctly applied the splint to the limb, then appropriately and evenly applied another layer of gauze over the splint, starting distally and working proximally overlapping by approximately 50% each pass around the limb. (CRITICAL)
- The student reflected, twisted, and adhered the stirrups to the gauze layer. (CRITICAL)
- The student applied an outer protective layer of self-adherent cohesive bandage (e.g. VetWrap®), starting distally and working proximally. (CRITICAL)
- The student checked the bandage after each layer to make sure it was not too tight.
- The student checked that the limb was in the proper position once the bandage was complete.
- The student checked the toes for temperature or swelling, verbalizing the step as it is completed. **(CRITICAL)**

15. APPLY AN EMERGENCY SPLINT (CONTINUED)

*NOTE: This task may be simulated on any patient.						
Live Narration Required: Yes						
Continuous (unedited) Video Required: No						
Number of Times Task Needs to be Successfully Performed: 1 (dog or cat)						
Materials Submitted for Evaluation and Verification:						
 The Task Verification Form for Apply an Emergency Splint skill, signed by the Clinical Mentorship supervisor. 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 the splint bandage. The video should also show the student checking the toes following completion of the bandage. 						
Student Name:						
Supervisor Name: RVT, CVT, LV	T, LVMT, DVM, VMI					
Patient Name: Date:						
I verify that the student performed these tasks under my supervision.						
Signature of Clinical Mentorship Supervisor:						

16. OPERATING ROOM SANITATION AND CARE PROJECT

The student will submit a detailed 1-3 page paper addressing the following questions/components:

- 1. List all disinfectants and other cleaning agents used in the room.
 - a. Provide the proprietary and non-proprietary name
 - b. Surface or item used on
 - c. Concentration used
 - d. Bacteria destroyed
 - e. Rationale for each agent and the concentration
- 2. Who is responsible for cleaning and disinfection of the room? Explain the education this person has received as to the proper procedure and reasons for room cleanliness.
- 3. Is this room used for tasks/procedures other than surgery? If so, list the other functions of the room.
- 4. Are animals clipped in the same room in which the surgery occurs? If so, how is the hair removed from the area? Is there an area that would be better suited to the clipping of the patient?
- 5. Describe the Standard Operating Procedure (SOP) for the cleaning/disinfection process of the room:
 - a. Daily
 - b. Weekly
 - c. Other
- 6. Explain how the SOP meets the requirements discussed in VM 14700. If not, what improvements should be made?
- 7. Write a justification that could be presented to the veterinarian on the changes that need to be made.