



Veterinary Nursing Distance Learning Fall 2025 version

Advanced Clinical Mentorship



VM 22500

Criteria Logbook

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Student Information

Contact Information

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

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Clinical Mentorship Coordinator

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

Selecting the Clinical Mentorship Site – Facility Requirements

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

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. HOSPITAL INFORMATION

Goal: To examine closely and critique the facility, staff and operations of the mentorship site.

Description: The student will provide a floor plan diagram of the clinic, answer questions regarding the clinic, and critique aspects of clinic operations.

Criteria:

- The student provided a floor plan diagram of the mentorship site that includes the function of each room or area, entrances and exits for the building, and traffic patterns. This may be a sketch done by hand, or by another method.
- The student answered the following questions regarding the clinic:
 - O How many veterinarians are employed at the clinic?
 - o How many credentialed technicians are employed at the clinic?
 - How many other staff are employed? Specify veterinary assistants, animal caretakers, receptionists, practice managers, etc.
 - O Approximately how many cases are seen per day/week in the clinic?
 - What type cases are seen in the clinic? (large animal, small animal, exotic, emergency, referral, etc.)
 - How does the clinic utilize its technical and lay staff? How are duties assigned? What specific duties are designated to credentialed technicians?
 - Does the clinic hold regular staff meetings? Who runs these meetings? How often are they held? What issues are discussed?
- The student wrote a paper using the answers to the questions above, critiquing the clinic. This
 included aspects that work well, as well as those that might be improved. The student provided
 specific suggestions for those aspects that might be improved, including their role in the changes
 and the impact the changes might have on the overall operation of the clinic. The paper was
 typed, and checked for grammar and spelling.

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

2. PROBLEM-SOLVING

Goal: To examine the overall mentorship site critically and evaluate areas that might be improved, updated or made more efficient.

Description: The student will choose two areas in the clinic that might be improved and detail the issues and how they might be improved. These areas may include but are not limited to biohazard safety, radiographic safety, clinic standard operating procedures (SOPs), inventory procedures, staff conflict, or controlled drug handling and storage.

Criteria:

- The student defined two areas in the clinic that might be improved, and wrote papers detailing.
 - How each issue decreases efficiency
 - How each issue affects the operation of the clinic
 - Specific suggestions for improvement, including new forms or protocol sheets as applicable
 - Barriers (both physical and psychological) to the potential success of the changes
 - Costs (if any) to implement the changes
 - Your role in instituting the changes you described
 - o The papers were typed and used correct spelling and grammar.

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

3. CASE LOG

Goal: To document the student's involvement in cases presented to their hospital.

Description: The student will log at least 80 hours worked in the mentorship site documenting all cases presented to the hospital with which they have been involved.

Criteria:

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

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

Student Name:	
Supervisor Name:	RVT, CVT, LVT, LVMT, DVM, VMD
I verify that the student worked the hours recorded in the Case Log.	
Signature of Clinical Mentorship Supervisor	

4. CASE REPORTS

Goal: To accurately complete case reports on non-routine cases presented to the clinic, including the role of the technician and nursing care provided.

Description: The student will choose five non-routine cases presented to the clinic. Written case reports will be submitted for each case. The student will choose cases in which they were highly involved and provided care for while in the hospital.

Criteria:

- The student chose five non-routine cases presented to the clinic. **Detailed**, written case reports were submitted for each case, to include:
 - Signalment
 - Presenting complaint
 - History
 - Clinical signs
 - Physical exam findings
 - Diagnostic tests and results
 - Diagnosis (by DVM)
 - Therapy and/or treatment
 - Outcome
 - Role of the veterinary technician student in the case, <u>detailing</u> nursing care, diagnostics, assistance with procedures and treatments, etc.

Case reports should read as a sort of "story" of the case as it progressed, following a timeline through hospitalization.

4. CASE REPORTS (CONTINUED)

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

Student Name:		
Supervisor Name:	RVT, CVT, LVT, LVMT, DVM, V	/MD
Patient Name:	Date:	
I verify that the student worked with and p	provided care for the listed patients under my supervision.	ı
Signature of Clinical Mentorship Superviso	or.	

5. CLIENT EDUCATION

Goal: To develop client education materials suitable for distribution to clients in a hospital setting.

Description: The student will develop educational materials for clients including a brochure for waiting room display and a discharge instruction sheet. The materials will be professional-appearing and appropriate for use in a veterinary hospital. The student will utilize references appropriate for the topic and cite them. This will be a different project from any done for other classes.

Criteria:

- The student chose a clinical condition or disease for which client education is a challenge, and develop a brochure for a waiting room display and a discharge instruction sheet. The student followed these guidelines.
- Brochures: the student developed a brochure suitable for a waiting room display. It was in color, written clearly for the intended audience, professional-appearing, and on one sheet of paper. It was tri-folded to simulate a brochure or on a flat sheet as a flyer. The purpose of the brochure was to enhance general client awareness of the condition. The student cited major sources used if they quoted, used major amounts of information, or used information unique to that source.
- Discharge Instruction Sheet: The student developed a written sheet of discharge instructions for
 a patient with the condition discussed in this task. There were spaces for diagnosis, treatment,
 medications, recheck appointments, etc. as well as <u>specific</u> instructions for the patient. Key
 points regarding the disease were included. Language was understandable to the general public
 rather than using medical jargon or terms.
- References: The student utilized <u>at least one</u> resource from <u>each</u> of the following:
 - Journal article
 - Book or manual
 - Internet source
 - Graduate veterinarian or credentialed technician live face to face interview
 - References may be listed informally, but included the following:
 - Book: Title, Author, date published, edition, page numbers
 - Article: Journal title, article title, author, date published
 - Internet source: Web address, title
 - DVM or RVT: Name, title, date interviewed, location

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

Materials Submitted for Evaluation and Verification:

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

6. PRESENTATION TO COWORKERS OR OUTSIDE GROUP

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

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

Criteria:

- The student prepared and presented an educational seminar for a group of co-workers in the clinic or an outside group. Examples of appropriate seminars include but are not limited to, a continuing education topic for employees, an in-service presentation on a new piece of equipment, a career planning presentation, or a demonstration or talk on pet care.
- The student utilized some form of visual aid such as Powerpoint, slides, overhead projector, poster, etc. If appropriate, the student used hands-on teaching or gave written materials.
- The presentation lasted 12-15 minutes with 3-5 minutes of questions and answers following.
- The student considered the following grading criteria:
 - Information given
 - Use of medical terminology (i.e., appropriate for audience)
 - Verbal communication skills
 - Non-verbal communication skills
 - Organization
 - Clarity for the audience
 - Use of visual aids and educational tools
 - Overall impression of the presentation
- The student completed the self-evaluation form on the following page

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

6. PRESENTATION TO COWORKERS OR OUTSIDE GROUP (CONTINUED)

Rate Yourself on the Following Aspects of your Presentation:

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

Additional student comments: