

SMALL ANIMAL NURSING MENTORSHIP II



VM 20600

CRITERIA HANDBOOK AND LOGBOOK

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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)**
7. Place cephalic catheter (feline)**
8. Place saphenous catheter (canine)**
9. Apply and Remove Modified Robert Jones bandage*
10. Administer subcutaneous fluids to dog or cat**
11. Place urinary catheter in male dog**
12. Perform cystocentesis in a dog or cat **
13. Place a stomach tube **
14. Perform an enema**
15. Produce diagnostic ECG tracing*
16. Perform Comprehensive Oral Health Assessment and Treatment (COHAT) **

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:

Fall or Spring semester	11:59p.m. Thursday of week 1 – Task 1
	11:59p.m. Thursday of week 7 – 5 tasks¹
	11:59p.m. Thursday of week 10 – 5 tasks¹
	11:59p.m. Thursday of week 13 – 5 tasks¹
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

¹**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.

STUDENT INFORMATION

GOALS OF CLINICAL MENTORSHIP

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

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

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

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

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

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

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

CONTACT PERSON

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

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

PRE-REQUISITES FOR CLINICAL MENTORSHIP

Contracts and Agreements

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

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

These documents are available on the VNDL website.

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

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

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

Insurance

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

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

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

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

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

WHAT TO LOOK FOR IN A MENTORSHIP FACILITY

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

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

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

SELECTING THE CLINICAL MENTORSHIP SITE – FACILITY REQUIREMENTS

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

- Clippers with a #40 blade
- Scissors
- Stomach tube
- Mouth speculum/roll of tape
- Periodontal probe
- Hand 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 water-soluble lubricant
- Prep materials for penis
- Isopropyl alcohol
- 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 *Supervisor Agreement and Mentorship Code of Conduct*. The student must return these agreements with the other agreements prior to beginning the Clinical Mentorship. Multiple supervisors may be used for documentation of mentorship tasks. Each supervisor must complete a separate agreement.

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

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

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

CRITERIA HANDBOOK AND LOGBOOK

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

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

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

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

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

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

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

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

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

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

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

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

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

Task Verification Forms – Each task has a form that must be completed and signed by the Clinical Mentorship Supervisor. 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 will incur a grade penalty. Incomplete grades will not be assigned for mentorships at the end of each semester.

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

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

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

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

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

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

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
- .AVI
- .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 logbooks.

CLINICAL MENTORSHIP PROJECTS

INTRODUCTION TO SPECIAL PROJECTS

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

Before starting each project

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

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

There will be certain mentorships where OSHA recommendations, in regards to equipment and policies, will be facility requirements for the mentorship.

1. 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: The student introduced the video and showed their face clearly

The student walked through the facility and showed the following clearly:

- Stomach tube
- Enema tube/catheter
- Male urinary catheters
- ECG machine with printout capability
- Periodontal probe
- Hand scaler
- Ultrasonic dental unit

Number of Times Task Needs to be Successfully Performed: 1

Materials Submitted for Evaluation and Verification:

1. Task Verification Form for Video Verification of Required Equipment and Supplies, signed by the Clinical Mentorship supervisor.
2. 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.

Student Name: _____

Supervisor Name: _____

RVT, CVT, LVT
DVM, VMD

I verify that the student will have access to the items shown, for tasks in this course.

Signature of Clinical Mentorship Supervisor: _____

2. PERFORM JUGULAR VENIPUNCTURE (CANINE)

Goal: To successfully collect a blood sample through jugular venipuncture

Description: The student will collect a blood sample from the jugular vein of a dog.

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.

The student placed the needle in the skin with the bevel up and in the proper location.

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.

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.

Signature of Clinical Mentorship Supervisor: _____

3. PERFORM JUGULAR VENIPUNCTURE (FELINE)

Goal: To successfully collect a blood sample through jugular venipuncture

Description: The student will collect a blood sample from the jugular vein of a cat.

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.

The student placed the needle in the skin with the bevel up and in the proper location.

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.

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.

Signature of Clinical Mentorship Supervisor: _____

4. PERFORM SAPHENOUS VENIPUNCTURE IN A DOG

Goal: Successfully collect a blood sample from a dog by saphenous venipuncture such that the sample is correctly drawn without injury to either the patient or veterinary personnel.

Description: The student will collect blood from the saphenous vein of a dog

Criteria: The student selected the proper site for venipuncture

The student properly introduced the needle into the site

The student aspirated the syringe to check for blood

The student drew the appropriate volume of blood for the required test

The student or restrainer properly applied pressure to the puncture site to reduce bleeding

Number of Times Task Needs to be Successfully Performed: 1

Materials Submitted for Evaluation and Verification:

1. Task Verification Form for Saphenous Venipuncture in a Dog skill, signed by the Clinical Mentorship supervisor.
2. One video showing the student introducing the needle into the vein, pulling back on the syringe to check for blood, and drawing blood from a dog. The video should clearly show the student, the position of the needle/syringe, the introduction of the needle, the backflow of blood, and the area of vein after needle withdrawal, showing no signs of bleeding.

Student Name: _____

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

Patient Name: _____ **Date:** _____

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

Signature of Clinical Mentorship Supervisor: _____

5. PERFORM SAPHENOUS VENIPUNCTURE IN A CAT

Goal: Successfully collect a blood sample from a cat by medial saphenous venipuncture such that the sample is correctly drawn without injury to either the patient or veterinary personnel.

Description: The student will collect blood from the medial saphenous vein of a cat

Criteria: The student selected the proper site for venipuncture

The student properly introduced the needle into the site

The student aspirated the syringe to check for blood

The student drew the appropriate volume of blood for the required test

The student or restrainer properly applied pressure to the puncture site to reduce bleeding

Number of Times Task Needs to be Successfully Performed: 1

Materials Submitted for Evaluation and Verification:

1. Task Verification Form for Saphenous Venipuncture in a Cat skill, signed by the Clinical Mentorship supervisor.
2. One video showing the student introducing the needle into the vein, pulling back on the syringe to check for blood, and drawing blood from a cat. The video should clearly show the student, the position of the needle/syringe, the introduction of the needle, the backflow of blood, and the area of vein after needle withdrawal, showing no signs of bleeding.

Student Name: _____

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

Patient Name: _____ **Date:** _____

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

Signature of Clinical Mentorship Supervisor: _____

6. PLACE A CEPHALIC CATHETER (CANINE)

Goal: To successfully place an intravenous catheter in the cephalic vein of a dog.

Description: The student will place an intravenous catheter in the cephalic vein of a dog.

Criteria: The student clipped an area of appropriate size, leaving no hair at the site.

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.

The student flushed the catheter with sterile saline prior to placement.

The student placed the catheter into the skin with the bevel up.

The student looked for blood flow into the catheter and when blood was observed, threaded the catheter off the stylet into the vein.

The student removed the stylet from the catheter and placed an injection cap or T-port on the catheter.

The student secured the catheter to the patient's leg with tape without kinking the catheter.

The student flushed the catheter with sterile saline, without signs of extravasation.

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 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:** _____

Patient Name: _____ **Date:** _____

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

Signature of Clinical Mentorship Supervisor: _____

7. PLACE A CEPHALIC CATHETER (FELINE)

Goal: To successfully place an intravenous catheter in the cephalic vein of a cat.

Description: The student will place an intravenous catheter in the cephalic vein of a cat.

Criteria: The student clipped an area of appropriate size, leaving no hair at the site.

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.

The student flushed the catheter with sterile saline prior to placement.

The student placed the catheter into the skin with the bevel up.

The student looked for blood flow into the catheter and when blood was observed, threaded the catheter off the stylet into the vein.

The student removed the stylet from the catheter and placed an injection cap or T-port on the catheter.

The student secured the catheter to the patient's leg with tape without kinking the catheter.

The student flushed the catheter with sterile saline, without signs of extravasation.

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 site 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.

Signature of Clinical Mentorship Supervisor: _____

8. PLACE A SAPHENOUS CATHETER (CANINE)

Goal: To successfully place an intravenous catheter in the saphenous vein of a dog.

Description: The student will place an intravenous catheter in the saphenous vein of a dog.

Criteria: The student clipped an area of appropriate size leaving no hair at the site.

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.

The student flushed the catheter with sterile saline prior to placement.

The student placed the catheter into the skin with the bevel up.

The student looked for blood flow into the catheter and when blood flow was observed, threaded the catheter off the stylet into the vein.

The student removed the stylet from the catheter and placed an injection cap on the catheter.

The student secured the catheter to the patient's leg with tape without kinking the catheter.

The student flushed the catheter with sterile saline without signs of extravasation.

Number of Times Task Needs to be Successfully Performed: 1

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.

Signature of Clinical Mentorship Supervisor: _____

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.

The student applied tape stirrups to the medial and lateral aspects of the distal portion of the limb.

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.

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.

The student reflected the tape stirrups to adhere to the gauze.

The student applied a layer of protective tape, such as vetwrap, 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.

The limb was in proper position once the bandage was complete. The student checked the toes for temperature and swelling.

The student appropriately removed the bandage from the patient

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.

Signature of Clinical Mentorship Supervisor: _____

10. ADMINISTER SUBCUTANEOUS FLUIDS TO A DOG OR CAT

Goal: To successfully administer subcutaneous fluids to a dog or cat

Description: The student will administer subcutaneous fluids to a dog or cat

Criteria: The student chose the proper needle size for the patient

The student placed the needle in the correct area

The student administered the appropriate amount of fluids at each site

Number of Times Task Needs to be Successfully Performed: 1

Materials Submitted for Evaluation and Verification:

1. Task Verification form for Administration of Subcutaneous Fluids skill, signed by the Clinical mentorship supervisor.
2. One video showing the student choosing the needle, placing the needle in the site, administering fluids, showing the volume given, and removing the needle from the skin. The student should provide a narrative while recording to describe the steps being performed, stating the needle size and the volume of fluids given.

Student Name: _____

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

Patient Name: _____ **Date:** _____

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

Signature of 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

The student, while an assistant exposed the penis, prepared the penis aseptically without touching the prepuce.

If sterile gloves were worn, they were put on after the prep, and no non-sterile surfaces/items were touched after gloves were donned.

The student observed / demonstrated aseptic technique at all times as they handled equipment.

The student lubricated the distal end of the catheter without contaminating the catheter.

The student introduced and passed the catheter into the bladder without contamination

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: 1

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 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.

Signature of Clinical Mentorship Supervisor: _____

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

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

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

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.

The student did not redirect the needle within the abdomen

The student did not aspirate while placing or withdrawing the needle

Number of Times Task Needs to be Successfully Performed: 1

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.

Signature of Clinical Mentorship Supervisor: _____

13. PLACE A STOMACH TUBE

Goal: To successfully place a stomach (orogastric) tube in a dog or cat

Description: The student will place a stomach tube and check placement of the tube in the patient.

Note: *This task may be performed on an anesthetized, intubated patient.*
Proper placement of the orogastric tube must still be checked, however.

- 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
 - The student placed the mouth speculum in the mouth in the correct position
 - The student properly lubricated the stomach tube
 - The student properly passed the tube into the patient's stomach without force
 - The student verified the tube was in the stomach by palpating the tube within the neck
 - The student checked placement by injecting 10.0 mL of air and an assistant auscultating the stomach for gurgling, or injecting 5.0 mL of sterile saline and listening for a cough (only in an awake patient)
 - The student sealed the end of the tube to prevent aspiration, and removed the stomach tube from the patient

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: _____

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

Patient Name: _____ **Date:** _____

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

Signature of Clinical Mentorship Supervisor: _____

14. PERFORM AN ENEMA

Goal: To successfully perform an enema

Description: The student will perform an enema and observe the patient for expulsion of contents from the colon

Criteria: The student measured and prepared the appropriate volume of fluid to deliver

The student, wearing exam gloves, properly lubricated the tube

The student passed the tube into the animal's rectum without force

The student properly administered the prepared fluid

The student removed the tube from the rectum

The student placed the animal in an appropriate area to observe the expulsion of contents from the colon

Number of Times Task Needs to be Successfully Performed: 1

Materials Submitted for Evaluation and Verification:

1. Task Verification Form for Perform an Enema skill, signed by the Clinical Mentorship supervisor.
2. One video showing the student preparing and measuring fluid, lubricating and passing the tube, administering the enema solution, removing the tube, and expulsion of contents from the colon. 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.

Signature of Clinical Mentorship Supervisor: _____

15. PRODUCE A DIAGNOSTIC ECG TRACING

- Goal:** To successfully produce a diagnostic ECG tracing
- Description:** The student will produce a diagnostic ECG tracing on a dog or cat. A remote system may be used.
- Criteria:** The student had an assistant place and restrain the patient in right lateral recumbency on a towel or mat. Care was taken to keep the patient as still as possible
- The student ensured the legs were perpendicular to the body and not touching each other
- The student correctly attached the front limb leads to the caudal aspect of the leg just below the elbow. The rear limb leads were attached on the cranial aspect of the stifle.
- The student moistened the leads with contact gel, alcohol or an acceptable alternative
- The student set the machine settings according to the machine available
- The student obtained at least 6 inches of good tracing per lead without artifact.
- If using Cardiopet or another “remote” ECG system, the student followed the guidelines for timing of each lead, as defined by the company

Number of Times Task Needs to be Successfully Performed: 1

Materials Submitted for Evaluation and Verification:

1. Task Verification Form for Produce a Diagnostic ECG Tracing skill, signed by the Clinical Mentorship supervisor.
2. One video showing the student placing the leads, moistening the leads and showing the positioning of the legs.
3. **One ECG printout tracing** from the recorded case. If using a remote system, a copy of the report should be submitted.

Student Name: _____

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

Patient Name: _____ **Date:** _____

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

Signature of Clinical Mentorship Supervisor: _____

16. PERFORM A COMPREHENSIVE ORAL ASSESSMENT AND TREATMENT (COHAT) SCALING AND POLISHING

Goal: To successfully perform a COHAT scaling and polishing on an anesthetized dog or cat.

Description: The student will perform a COHAT 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, fractured or missing teeth, and evaluate the amount of calculus present. Each individual tooth was examined, and periodontal pockets measured.

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

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

The student rinsed the oral cavity with an antiseptic rinse

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

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

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

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.

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

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

The student rinsed the oral cavity with an antiseptic rinse

The student performed a post cleaning oral exam and charted the teeth on the appropriate dental chart or record, noting any additional abnormalities missed on the initial examination

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

PERFORM A COMPREHENSIVE ORAL ASSESSMENT AND TREATMENT (COHAT) scaling and polishing (cont.)

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.

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

Number of Times Task Needs to be Successfully Performed: 2

Materials Submitted for Evaluation and Verification:

1. Task Verification Form for Perform a COHAT 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 dental 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 tasks under my supervision.

Signature of Clinical Mentorship Supervisor: _____

CANINE DENTAL RECORD

Hospital _____ DVM _____

Technician/Assistant _____ Date _____

Patient Name _____	Age _____	Species _____	Weight _____
Temperature _____	Pulse _____	Respiration _____	Overall health _____
Chief Complaint _____			
Previous Dental Treatments _____			
Dental Home Care _____			

Skull type
Brachycephalic
Mesocephalic
Dolichocephalic

Occlusion
Scissors (Normal)
Brachygnathism (Overshot)
Prognathism (Undershot)
Level Bite

Calculus
Furcation exposure
Gingivitis
Hyperplasia
Mobility

Periodontal Disease
Grade 1: Marginal Gingivitis
Grade 2: Gingivitis, Edema, Bleeds on Probing
Grade 3: Pocketing, Receding Gums
Grade 4: Deep Pockets, Pus Formation

Diagnosis _____

Assessment _____

Recommendations _____

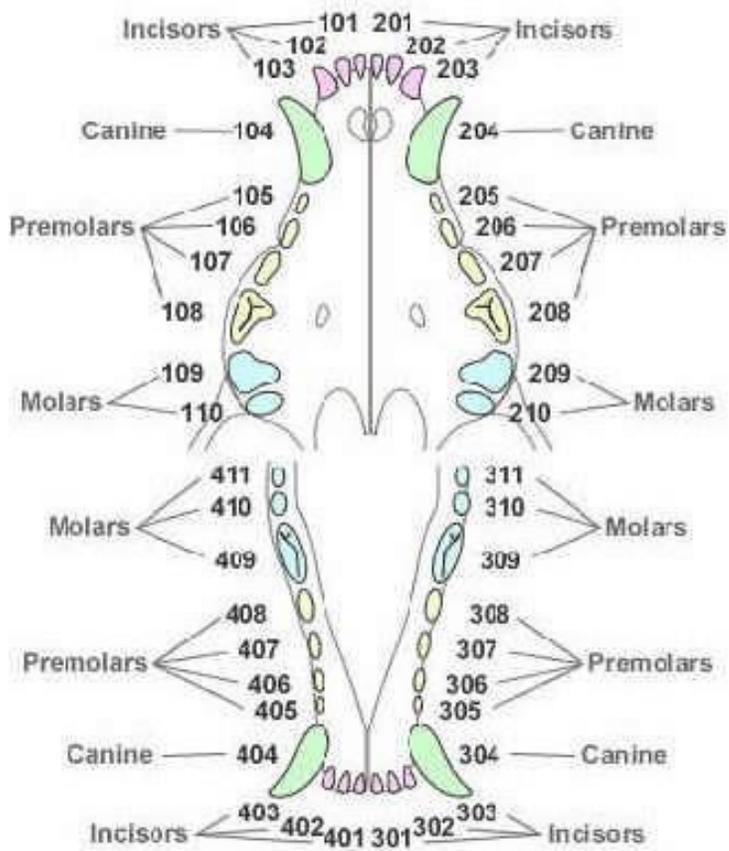


Image by permission of Dr David Crossley/ Dr. Norman Johnston

CODE KEY

- AF— Amalgam Filling
- C— Calculus
- CA— Carie/Cavity
- CF— Composite Filling
- CR— Crown Restoration
- E— Enamel Lesion
- EP— Exposed Pulp
- F— Furcation Exposed
- Fx— Fractured Tooth
- G— Gingivitis
- GR— Gum Recession
- GV— Gingivectomy
- H— Gingival Hyperplasia
- L— Loose Tooth
- N— Neck Lesion
- O— 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

Radiographic Findings

FELINE DENTAL RECORD

Hospital _____ DVM _____

Technician/Assistant _____ Date _____

Patient Name _____	Age _____	Species _____	Weight _____
Temperature _____	Pulse _____	Respiration _____	Overall health _____
Chief Complaint _____			
Previous Dental Treatments _____			
Dental Home Care _____			

Skull type
Brachycephalic
Mesocephalic
Dolichocephalic

Occlusion
Scissors (Normal)
Brachygnathism (Overshot)
Prognathism (Undershot)
Level Bite

Calculus
Furcation exposure
Gingivitis
Hyperplasia
Mobility

Periodontal Disease
Grade 1: Marginal Gingivitis
Grade 2: Gingivitis, Edema, Bleeds on Probing
Grade 3: Pocketing, Receding Gums
Grade 4: Deep Pockets, Pus Formation

Diagnosis _____

Assessment _____

Recommendations _____

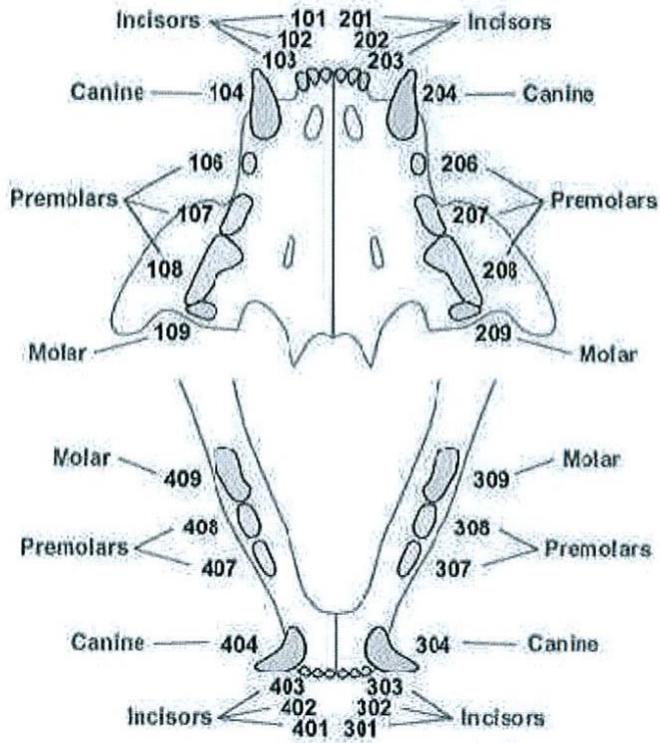


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CODE KEY	
AF—	Amalagam Filling
C—	Calculus
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F—	Furcation Exposed
Fx—	Fractured Tooth
G—	Gingivitis
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GV—	Gingivectomy
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O—	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

Radiographic Findings
