



Purdue University

Veterinary Technology Distance Learning Program

Lynn Hall, Purdue University, West Lafayette, Indiana 47907

Large Animal Medical Nursing Clinical Mentorship VM 20800

Criteria Handbook and Log Book

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STUDENT INFORMATION

GOALS OF VM 20800 LARGE ANIMAL MEDICAL NURSING CLINICAL MENTORSHIP

Working with a veterinary care facility, the student will practice several tasks under the supervision of a clinical mentor (veterinarian or accredited 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 student will be evaluated by the Clinical Mentorship site supervisor on how well the student met the outlined Criteria for each task.

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 Technology Distance Learning Program meets the standards of quality required by the Purdue University School 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
VAD, Lynn Hall
625 Harrison Street
Purdue University
West Lafayette, IN 47907-2026
(765) 496-6809
phegleyp@purdue.edu

**PRE-REQUISITES FOR VM 20800
LARGE ANIMAL MEDICAL NURSING CLINICAL MENTORSHIP**

Course Pre-requisites

VCS 23700 Large Animal and Equine Nursing and Health Management III

Contracts and Agreements

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

1. Clinical Mentorship Site Facility Requirements Agreement
2. Clinical Mentorship Agreement
3. Clinical Mentorship Supervisor Agreement
4. Health Risk and Insurance Acknowledgment
5. Professional Liability Insurance Coverage
6. Agreement and Release of Liability
7. Technical Standards Acknowledgment

These forms are available on the VT-DLP web site for downloading, printout, and completion, or by phone request from the VT-DLP office (765-496-6579).

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

Failure to complete and return the listed documents and the 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 VT-DLP student is required to purchase, for a nominal fee, Professional Liability Insurance through Purdue University. This is done by completing the Professional Liability Insurance Coverage form and sending a check for the fee. The fee covers from the time of initiation of coverage until the subsequent May 31st.

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

SELECTING THE CLINICAL MENTORSHIP SITE – FACILITY REQUIREMENTS

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

- Bovine halter
- Cattle chute
- Nose lead
- Cotton rope for tail tie/flank squeeze
- Hog snare
- Digital thermometer (not mercury)
- Stethoscope
- Balling gun (multiple sizes)
- Frick speculum
- Stomach tube
- Clippers
- Digital thermometer (not mercury)

With the following items:

- Syringes of various sizes
- Needles of various sizes
- 4X4 gauze sponges
- Antiseptic scrub
- Intravenous catheters of appropriate sizes
- Container to collect urine

Optional:

- Vacutainer collection system
- 2% Lidocaine without epinephrine
- #15 scalpel blade
- Suture
- Super glue
- Bandage material

Required animals: Cattle, sheep, goat, pig

SELECTION OF THE CLINICAL MENTORSHIP SUPERVISOR

The Clinical Mentorship Supervisor is the person who will sign your Logbook and assess your performance at the Clinical Mentorship site. This person must be a credentialed veterinary technician (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 a mentorship supervisor.

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

The Clinical Mentorship Supervisor must complete the *Clinical Mentorship Supervisor Agreement*. You must return this agreement with the other agreements prior to beginning your Clinical Mentorship.

Should your Clinical Mentorship Supervisor change during the course of the Clinical Mentorship, you will need to have your new supervisor complete a *Clinical Mentorship Supervisor Agreement* and return it to the Purdue VT-DLP office. These forms are available on the VT-DLP web site for downloading and printing.

CRITERIA HANDBOOK AND LOG BOOK

This Criteria Handbook and Log Book contains the list of tasks that must be successfully completed in order to receive credit for this Clinical Mentorship. You are 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 doing the task to minimize the number of times you have to repeat the task. The components of each task are summarized:

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

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

Criteria – Lists *specific, observable, objective* behaviors that you must demonstrate for each task. Your 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 task was performed must be recorded by the Clinical Mentorship Supervisor.

Materials Submitted for Evaluation and Verification – These specific materials, which usually include some video or photographic materials, must be submitted to demonstrate that you 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 task.

It is recommended that the video materials document all angles of the procedure. The purpose of the video and photographic material is to provide “concrete evidence” that you were able to perform the task to the standard required.

If you do not own a video camera, they can usually be borrowed or rented. Pre-planning the video procedures will help reduce the need to redo the video documentation. Feel free to explain what you are doing as you perform for the video documentation. Sometimes, voiceovers may need to be done to clearly explain what task is being performed.

Videotapes, pictures, 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 VT-DLP meet AVMA accreditation criteria. Therefore, it is essential that you follow the evaluation and validation requirements.

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

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

COMPLETION OF THE CLINICAL MENTORSHIP

The Clinical Mentorships are designed to follow the semester format of Purdue University. However, you may complete the Clinical Mentorship and submit materials any time prior to the end of the semester.

If you are unable to complete the Clinical Mentorship by the end of the semester deadline, you must contact the course instructor for the Clinical Mentorship, the VT-DLP office (765) 496-6579, or Pam Phegley, BS, RVT (phegley@purdue.edu, 765-496-6809) to request an "Incomplete grade" for the semester. The Clinical Mentorship will be treated by the University as it would any other Incomplete graded course. See the VT-DLP Student Handbook for specific information on Incompletes.

When you have completed all of the tasks and the documentation, send the complete compilation of materials to:

Vet Tech Distance Learning
Clinical Mentorship Coordinator
VAD, Lynn Hall
625 Harrison Street
Purdue University
West Lafayette, IN 47907-2026

You will be contacted after the materials have been reviewed. The Purdue University instructor in charge has the option to require additional documentation if, in their judgment, the student has not performed or documented the task to the level set by the Criteria.

If additional documentation is deemed necessary by the course instructor or the Clinical Mentorship Coordinator, the student will be contacted and the additional required documentation explained.

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 the documentation, a grade for the course will be assigned by the course instructor based upon the Clinical Supervisor's evaluations and the documented performance of the tasks.

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 of you for each task.
2. Make sure you have whatever equipment you need to document the task. Pay particularly close attention to the details of what needs to be documented.
3. Make sure you obtain appropriate permissions where necessary. Please keep the facility's owner/manager aware of your activities. A continued good relationship with the veterinarian in charge is key to having a positive Clinical Mentorship experience.
4. Label documentation so it is easy to find all components of the materials you submit for evaluation and validation at Purdue.
5. Once everything is completed, package all the paper, video, photographic or other required documentation and send it to the VT-DLP at the address provided in the *Completion of Clinical Mentorship* section above.

APPROACHING THE BOVINE PATIENT

Goal: The student will safely approach the bovine patient either in a pen or a chute.

Description: The student will safely approach the bovine patient with the intent of treating the patient. They will be aware of the patient's demeanor, attitude and body language. This task may be done in conjunction with the halter task.

Criteria: The student observed the patient from a distance.

The student approached the patient calmly and quietly.

The student approached the patient from the side while verbalizing, so the patient was aware of the student.

The student took the appropriate steps to calm the patient if it became uneasy.

The student approached the patient and placed a hand on the patient without undue stress on the patient.

Number of Times Task Needs to be Successfully Performed: 2

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for approaching the bovine patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student approaching the patient as defined in the above criteria for this task. Clear verbalization of the process should occur throughout the videotaped sequence.

Summary Evaluation Form for Approaching the Bovine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____

	Unsatisfactory	Satisfactory	Excellent
The student observed the patient from a distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student approached the patient calmly and quietly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student approached the patient from the side while verbalizing, so the patient was aware of the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student took the appropriate steps to calm the patient if it became uneasy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student approached the patient and placed a hand on the patient without undue stress on the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

HALTER PLACEMENT IN THE FOOD ANIMAL PATIENT

- Goal:** The student will safely place a halter on a bovine patient either in a pen or a chute.
- Description:** The student will approach the bovine patient and place a halter on the patient. The student will be aware of the patient's demeanor, attitude, and body language. This task may be done in conjunction with the approaching the bovine patient task.
- Criteria:** The student observed the patient from a distance.
- The student approached the patient calmly and quietly.
- The student approached the patient from the left side while verbalizing, so the patient was aware of the student.
- The student took the appropriate steps to calm the patient if it became uneasy.
- The student approached the patient and placed the halter on the far ear.
- The student placed the halter on the near ear.
- The student placed the muzzle into the halter with the lead under the chin and on the patient's left side.
- The student completed the final adjustments to the halter so that the halter was comfortable to the patient and was useful to the student.

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for halter placement in the food animal task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student placing a halter as defined in the above criteria for this task. Clear verbalization of the process should occur throughout the videotaped sequence.

Summary Evaluation Form for Halter Placement in the Food Animal Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

	Unsatisfactory	Satisfactory	Excellent
The student observed the patient from a distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student approached the patient calmly and quietly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student approached the patient from the left side while verbalizing, so the patient was aware of the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student took the appropriate steps to calm the patient if it became uneasy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student approached the patient and placed the halter on the far ear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the halter on the near ear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the muzzle into the halter with the lead under the chin and on the patient's left side.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student completed the final adjustments to the halter so that the halter was comfortable to the patient and was useful to the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

USE OF A HEAD CATCH WITH THE BOVINE PATIENT

Goal: The student will successfully restrain a bovine patient with the use of a head catch.

Description: The student will successfully restrain a bovine patient with the use of a head catch. This head catch may be a part of a restraining (squeeze) chute or simply a head catch at the end of an alley. The student will ensure that no harm is done to the patient.

Criteria: The student set the head catch in anticipation of the patient entering the chute or alley.

The student placed their hands on the head catch mechanism in preparation.

The student quickly engaged the mechanism when the patient's head entered the head catch.

The student successfully engaged the head catch mechanism so that the patient did not go through or back out of the head catch.

The student successfully released the patient without harm to the patient or themselves.

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for use of a head catch with the bovine patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student using a head catch as defined in the above criteria for this task. Clear verbalization of the process should occur throughout the videotaped sequence.

Summary Evaluation Form for Use of a Head Catch with a Bovine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

	Unsatisfactory	Satisfactory	Excellent
The student set the head catch in anticipation of the patient entering the chute or alley.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed their hands on the head catch mechanism in preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student quickly engaged the mechanism when the patient's head entered the head catch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student successfully engaged the head catch mechanism so that the patient did not go through or back out of the head catch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student successfully released the patient without harm to the patient or themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

USE OF A TAIL TIE WITH THE BOVINE PATIENT

Goal: The student will restrain the tail of a bovine patient using a rope.

Description: The student will restrain the tail of a bovine patient using a rope. The tail tie when completed will successfully restrain the tail of the patient by moving it out of the way, and tying the tail to the body of the patient.

Criteria: The student located the end of the sacral vertebrae on the patient.

The student placed the rope below the sacral vertebrae of the patient.

The student folded the hair of the tail over the rope without bending the sacral vertebrae of the patient.

The student completed the tying of the tail tie knot so that with tension the tail could be brought to the side of the patient.

The student wrapped the rope around the neck of the patient and tied it with a quick release knot.

The student released the quick release knot from around the neck and removed the tail tie from the patient.

Number of Times Task Needs to be Successfully Performed: 2

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for use of the tail tie with the bovine patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student using a tail tie as defined in the above criteria for this task. Clear verbalization of the process should occur throughout the videotaped sequence.

Summary Evaluation Form for Use of a Tail Tie with a Bovine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____

	Unsatisfactory	Satisfactory	Excellent
The student located the end of the sacral vertebrae on the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the rope below the sacral vertebrae of the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student folded the hair of the tail over the rope without bending the sacral vertebrae of the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student completed the tying of the tail tie knot so that with tension the tail could be brought to the side of the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student wrapped the rope around the neck of the patient and tied it with a quick release knot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student released the quick release knot from around the neck and removed the tail tie from the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

APPLICATION OF TAIL RESTRAINT IN THE BOVINE PATIENT

Goal: The student will apply tail restraint in the bovine patient.

Description: The student will apply tail restraint so that a second person may treat a bovine patient. The student will observe the behavior of the patient while tail restraint is being applied and adjust the restraint as necessary to protect the other person.

Criteria: The student approached the patient already in the stocks.

The student grasped the tail close to the base and lifted it over the back of the patient.

The student restrained the distal end of the tail so they were not hit in the face with it.

The student applied pressure to the tail, continuing to take it straight over the patient's spine without causing injury to the patient.

The student relaxed the hold on the tail as desired when the second person was not actively in danger.

The student released the tail of the patient and stepped away.

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for application of tail restraint in the bovine patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student applying tail restraint as defined in the above criteria for this task. Clear verbalization of the process should occur throughout the videotaped sequence.

Summary Evaluation Form for Application of Tail Restraint in the Bovine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

	Unsatisfactory	Satisfactory	Excellent
The student approached the patient already in the stocks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student grasped the tail close to the base and lifted it over the back of the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student restrained the distal end of the tail so they were not hit in the face with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student applied pressure to the tail, continuing to take it straight over the patient's spine without causing injury to the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student relaxed the hold on the tail as desired when the second person was not actively in danger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student released the tail of the patient and stepped away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

APPLICATION OF FLANK RESTRAINT ON THE BOVINE PATIENT

- Goal:** The student will approach the bovine and place a rope on the patient so that flank restraint is accomplished.
- Description:** The student will approach the bovine patient and perform flank restraint using a rope. The student will be aware of the patient's demeanor, attitude and body language. The student will observe the behavior of the patient while flank restraint is being applied and adjust the restraint as necessary to protect themselves or another person.
- Criteria:**
- The student approached the patient in the stocks or chute.
 - The student adjusted the chute so that the rope could be placed and adjusted without any danger of injury to the student.
 - The student made a loop in the end of the rope.
 - The student placed the rope over patient's back in front of the tuber coxae.
 - The student reached underneath the patient to retrieve the far end of the rope (this portion of the task may be assisted by a second person).
 - The student threaded the rope through the previously made loop.
 - The student tightened the flank rope a small amount.
 - The student checked to make sure the rope was in front of the udder.
 - The student tightened the rope sufficiently to discourage patient from kicking.
 - The student tied the rope to itself with a quick release knot.
 - The student released the knot and removed the flank restraint from the patient when it was no longer needed.

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Application of Flank Restraint on the Bovine Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student Applying Flank Restraint on a Bovine Patient as defined in the above criteria for this task. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Application of Flank Restraint on the Bovine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

	Unsatisfactory	Satisfactory	Excellent
The student approached the patient in the stocks or chute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student adjusted the chute so that the rope could be placed and adjusted without any danger of injury to the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student made a loop in the end of the rope.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the rope over patient's back in front of the tuber coxae.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student reached underneath the patient to retrieve the far end of the rope (this portion of the task may be assisted by a second person).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student threaded the rope through the previously made loop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student tightened the flank rope a small amount.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student checked to make sure the rope was in front of the udder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student tightened the rope sufficiently to discourage patient from kicking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student tied the rope to itself with a quick release knot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student released the knot and removed the flank restraint from the patient when it was no longer needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

HERDING AND CAPTURING THE OVINE/CAPRINE PATIENT

Goal: The student will approach the ovine/caprine patient in a pen.

Description: The student will approach the ovine/caprine patient with the intent of working on the patient. They will be aware of the patient's demeanor, attitude and body language.

Criteria: The student observed the patient (or group) from a distance.

The student approached the patient (or group) calmly and quietly.

The student allowed the group to remain together and moved near to the patient within the group.

The student made contact with the patient and firmly grasped around the head or neck area.

The student did not grasp the patient by the wool.

The student kept control of the patient until the patient ceased to struggle.

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Herding and Capturing the Ovine/ Caprine Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student herding and capturing an ovine or caprine patient as defined in the above criteria for this task. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Herding and Capturing the Ovine/Caprine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

	Unsatisfactory	Satisfactory	Excellent
The student observed the patient (or group) from a distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student approached the patient (or group) calmly and quietly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student allowed the group to remain together and moved near to the patient within the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student made contact with the patient and firmly grasped around the head or neck area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student did not grasp the patient by the wool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student kept control of the patient until the patient ceased to struggle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

RESTRAINT OF THE OVINE/CAPRINE PATIENT

Goal: The student will chose and demonstrate a restraint method for the ovine/caprine patient.

Description: The student will chose and demonstrate a restraint method from the list below:

1. The Energy efficient method
2. The Alternate energy efficient method
3. The Coordination method
4. The Hercules method

Criteria: **Energy Efficient method**

The student grasped the head or neck with the hand under the jaw.

The student reached over the back of the patient and grasped the hind limb nearest to them.

The student pulled the hind limb ventral and up and at the same time pulled the head of the patient toward them.

The student stepped back and allowed the patient's rump to sit on the ground.

The student placed the patient between their legs and allowed the patient to relax.

The student kept control of the patient until the patient ceased to struggle.

The student slowly released the patient, allowed it to roll to its side and stand up.

The student did not at any time grasp the patient by the wool.

Alternate Energy Efficient method

The student grasped the head or neck with the hand under the jaw.

The student reached under the abdomen of the patient and grasped the hind limb furthest from them.

The student pulled the hind limb ventral and toward them.

RESTRAINT OF THE OVINE/CAPRINE PATIENT

The student used their shoulder to push the patient's hip and at the same time lifted the patient's head causing the patient to sit on their rump with its feet toward the student.

The student stepped around the patient so that the patient's back is in front of them with the limbs of the patient pointing away.

The student placed the patient between their legs and allowed patient to relax.

Criteria:

The student kept control of the patient until the patient ceased to struggle.

The student slowly released the patient, allowed it to roll to its side and stand.

The student did not at any time grasp the patient by the wool.

The Coordination method

The student grasped the head or neck with the hand under the jaw.

The student placed their hand on the patient's hip that is furthest away.

The student curved the patient's head to its side with its nose pointed toward its side.

The student pushed down and back on the patient's hip.

The student stepped back with the foot near the back of the patient.

The student placed the patient on its rump.

The student placed the patient between their legs and allowed patient to relax.

The student kept control of the patient until the patient ceased to struggle.

The student slowly released the patient, allowed it to roll to its side and stand.

The student did not at any time grasp the patient by the wool.

RESTRAINT OF THE OVINE/CAPRINE PATIENT

The Hercules method

The student grasped the head or neck with the hand under the jaw.

The student grasped the fold of the patient's flank on the side furthest from them.

The student lifted and rolled the sheep onto their thighs.

Criteria: The student lifted the feet of the patient off the ground.

The student set the patient on its rump.

The student placed the patient between their legs and allowed the patient to relax.

The student kept control of the patient until the patient ceased to struggle.

The student slowly released the patient, allowed it to roll to its side and stand up.

The student did not at any time grasp the patient by the wool.

Number of Times Task Needs to be Successfully Performed: 6 (at least once each method)

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Restraint of the Ovine/Caprine Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student restraining an ovine or caprine patient as defined in the above criteria for this task. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Restraint of the Ovine/Caprine Patient

Student Name: _____

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

Date completed #1: _____ #2: _____ #3: _____

Date completed #4: _____ #5: _____ #6: _____

Energy Efficient method

Unsatisfactory Satisfactory Excellent

The student grasped the head or neck with the hand under the jaw.

The student reached over the back of the patient and grasped the hind limb nearest to them.

The student pulled the hind limb ventral and up and at the same time pulled the head of the patient toward them.

The student stepped back and allowed the patient's rump to sit on the ground.

The student placed the patient between their legs and allowed the patient to relax.

The student kept control of the patient until the patient ceased to struggle.

The student slowly released the patient, allowed it to roll to its side and stand up.

The student did not at any time grasp the patient by the wool.

Alternate Energy Efficient method

The student grasped the head or neck with the hand under the jaw.

The student reached under the abdomen of the patient and grasped the hind limb furthest from them.

The student pulled the hind limb ventral and toward them.

Summary Evaluation Form for Restraint of the Ovine/Caprine Patient

	Unsatisfactory	Satisfactory	Excellent
The student used their shoulder to push the patient's hip and at the same time lifted the patient's head causing the patient to sit on their rump with its feet toward the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student stepped around the patient so that the patient's back is in front of them with the limbs of the patient pointing away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the patient between their legs and allowed patient to relax.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student kept control of the patient until the patient ceased to struggle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student slowly released the patient, allowed it to roll to its side and stand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student did not at any time grasp the patient by the wool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 The Coordination method			
The student grasped the head or neck with the hand under the jaw.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed their hand on the patient's hip that is furthest away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student curved the patient's head to its side with its nose pointed toward its side.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student pushed down and back on the patient's hip.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student stepped back with the foot near the back of the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the patient on its rump.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the patient between their legs and allowed patient to relax.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary Evaluation Form for Restraint of the Ovine/Caprine Patient

	Unsatisfactory	Satisfactory	Excellent
The student kept control of the patient until the patient ceased to struggle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student slowly released the patient, allowed it to roll to its side and stand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student did not at any time grasp the patient by the wool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Hercules method			
The student grasped the head or neck with the hand under the jaw.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student grasped the fold of the patient's flank on the side furthest from them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student lifted and rolled the sheep onto their thighs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student lifted the feet of the patient off the ground.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student set the patient on its rump.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the patient between their legs and allowed the patient to relax.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student kept control of the patient until the patient ceased to struggle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student slowly released the patient, allowed it to roll to its side and stand up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student did not at any time grasp the patient by the wool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

SNARE RESTRAINT OF THE PORCINE PATIENT

Goal: The student will restrain the porcine patient (100 - 200 pounds) using a snare.

Description: The student will restrain the porcine patient using a snare. The snare may be made of rope or a commercially purchased snare. They will be aware of the patient's demeanor, attitude and body language.

Criteria:

- The student observed the patient from a distance.
- The student made sure that the pen is the correct size for snaring the patient.
- The student made sure the loop in the snare was large enough to go over the patient's nose and into the mouth.
- The student approached the patient on the side calmly and quietly.
- The student, standing next to the patient, guided the loop of the snare into the mouth and over the nose or upper jaw.
- The student made sure the loop is inserted far enough into the patient's mouth.
- The student pulled the loop tight when it is in the proper position.
- The student kept the loop tight while moving to the front of the patient.
- The student maintained the pressure on the snare so that the patient could not escape.
- The student kept control of the patient until the patient ceased to struggle.
- The student released the patient after the procedure was completed.

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Snare Restraint of the Porcine Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student restraining a porcine patient as defined in the above criteria for this task. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Snare Restraint of the Porcine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

	Unsatisfactory	Satisfactory	Excellent
The student observed the patient from a distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student made sure that the pen is the correct size for snaring the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student made sure the loop in the snare was large enough to go over the patient's nose and into the mouth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student approached the patient on the side calmly and quietly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student, standing next to the patient, guided the loop of the snare into the mouth and over the nose or upper jaw.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student made sure the loop is inserted far enough into the patient's mouth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student pulled the loop tight when it is in the proper position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student kept the loop tight while moving to the front of the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student maintained the pressure on the snare so that the patient could not escape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student kept control of the patient until the patient ceased to struggle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student released the patient after the procedure was completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

HERDING OR MOVING OF THE PORCINE PATIENT

Goal: The student will move the porcine patient (100 - 200 pounds) using a board or panel

Description: The student will move the porcine patient using a board or panel. The patient will be in a pen large enough to allow a good demonstration. They will be aware of the patient's demeanor, attitude and body language.

Criteria: The student observed the patient from a distance.

The student made sure that the pen is the correct size for moving the patient.

The student moved to the patient keeping the board or panel between themselves and the patient.

The student approached the patient on the side calmly and quietly.

The student guided the patient along the fence from one end of the pen to the other using the board or panel.

The student kept control of the patient during the process.

The student did not rush the patient but allowed them to move at their own pace.

The student released the patient after moving them around the pen.

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Herding or Moving of the Porcine Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student herding or moving a porcine patient as defined in the above criteria for this task. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Herding or Moving of the Porcine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

	Unsatisfactory	Satisfactory	Excellent
The student observed the patient from a distance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student made sure that the pen is the correct size for moving the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student moved to the patient keeping the board or panel between themselves and the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student approached the patient on the side calmly and quietly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student guided the patient along the fence from one end of the pen to the other using the board or panel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student kept control of the patient during the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student did not rush the patient but allowed them to move at their own pace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student released the patient after moving them around the pen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

KNOT TYING DEMONSTRATION

Goal: The student will demonstrate the use of different knots.

Description: The student will demonstrate the use of the knots listed below. The knots will be demonstrated in a situation where they are actually used.
Square knot, Tail tie, Bowline, Clove hitch, Halter tie

Criteria: **Square knot**

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.

The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.

The student tightened the knot so that it would not move.

The student displayed the knot tied and in use.

Tail tie

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.

The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.

The student did not bend the coccygeal vertebrae of the patient when tying the tail tie.

The student kept tension on the tail tie as they secured it to the patient.

The student displayed the knot tied and in use.

The knot held when the patient moved their tail.

KNOT TYING DEMONSTRATION

Bowline knot

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.

The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.

The student tightened the knot so that it would not move.

The student displayed the knot tied and in use.

The knot did not slide or tighten.

Criteria:

Clove hitch

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.

The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.

The knot did not come loose when challenged by a patient.

Halter tie

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.

The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.

The knot held when challenged by the patient.

The knot came free quickly when untied by the student.

Number of Times Task Needs to be Successfully Performed: 5 each type of knot

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Knot Typing Demonstration task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student tying knots as defined in the above criteria for this task. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Knot Tying Demonstration

Student Name: _____

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

Dates (Square): _____

Dates (Tail tie): _____

Dates (Bowline): _____

Dates (Clove H.): _____

Dates (Halter Tie): _____

Square knot

Unsatisfactory Satisfactory Excellent

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.

The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.

The student tightened the knot so that it would not move.

The student displayed the knot tied and in use.

Tail tie

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.

The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.

The student did not bend the coccygeal vertebrae of the patient when tying the tail tie.

The student kept tension on the tail tie as they secured it to the patient.

The student displayed the knot tied and in use.

The knot held when the patient moved their tail.

Summary Evaluation Form for Knot Tying Demonstration

Bowline knot

Unsatisfactory Satisfactory Excellent

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student tightened the knot so that it would not move.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student displayed the knot tied and in use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The knot did not slide or tighten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Clove hitch

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The knot did not come loose when challenged by a patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Halter tie

The student explained the choice of the knot and gave the correct reason for its use and why it is appropriate in the situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student correctly tied the knot according to the texts/video from VCS 237 and verbalized what they were doing as they tied the knot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The knot held when challenged by the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The knot came free quickly when untied by the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

PERFORM A PHYSICAL EXAMINATION IN THE FOOD ANIMAL PATIENT

Goal: To complete an accurate physical examination and record the information accurately in the patient's record

Description: The student will perform a systematic physical examination of all the major body systems on a food animal patient, and record this information on the attached Physical Examination sheet. As an alternative, the student may photocopy the recorded physical examination from the clinical record if allowed by the Clinical Mentorship supervisor. The Clinical Mentorship supervisor will verify the accuracy of the physical examination and observe the student performing the physical examination so as to verify the criteria of this task.

Criteria: The student observed the patient to assess attitude before approaching the patient to begin the physical examination

The student examined each of the following items on the physical examination:

- Temperature, pulse, respiration
- Capillary refill time/Mucous membranes
- General appearance
- Body scoring
- Integumentary system
- Musculo-skeletal system
- Circulatory system
- Respiratory system
- Genito-urinary system
- Nervous system
- Ears

The student accurately recorded the findings of the physical examination including any abnormalities.

Number of Times Task Needs to be Successfully Performed: 5

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Perform a Physical Exam in a Food Animal patient task, signed by the Clinical Mentorship supervisor.
2. For each patient, either the original written record of the Physical Examination on the forms provided or a photocopy from the clinical record of the recorded Physical Examination signed by both the student and the Clinical Mentorship supervisor. Photocopy of the clinical record may only be done with permission of the veterinarian.
3. One videotape either with a client animal or a simulation in which the student performs and records a Physical Examination. The Physical Examination recorded must be one of the five Physical Examination forms submitted by the student so that the video observations can be correlated with the written comments. The videotape should clearly show the student performing each of the required components of the Physical Examination.

Summary Evaluation Form for Physical Examination in the Food Animal Patient

Student Name: _____

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

Date completed #1: _____ #2: _____ #3: _____

Date completed #4: _____ #5: _____

	Unsatisfactory	Satisfactory	Excellent
The student observed the patient to assess attitude before approaching the patient to begin the physical examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student examined each of the following items on the physical examination:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Temperature, pulse, respiration			
<input type="checkbox"/> Capillary refill time/Mucous membranes			
<input type="checkbox"/> General appearance			
<input type="checkbox"/> Body scoring			
<input type="checkbox"/> Integumentary system			
<input type="checkbox"/> Musculo-skeletal system			
<input type="checkbox"/> Circulatory system			
<input type="checkbox"/> Respiratory system			
<input type="checkbox"/> Genito-urinary system			
<input type="checkbox"/> Nervous system			
<input type="checkbox"/> Ears			
The student accurately recorded the findings of the physical examination including any abnormalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

JUGULAR VENIPUNCTURE IN THE BOVINE PATIENT

Goal: To successfully collect a blood sample through jugular venipuncture

Description: The student will collect a blood sample from the jugular vein from a properly restrained patient.

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 wiped the area with alcohol.

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: 5

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Jugular Venipuncture in the Bovine Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student performing jugular venipuncture as defined in the above criteria for this task. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Jugular Venipuncture in the Bovine Patient

Student Name: _____

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

Date completed #1: _____ #2: _____ #3: _____

Date completed #4: _____ #5: _____

	Unsatisfactory	Satisfactory	Excellent
The student correctly placed his/her finger in the jugular groove to act as a tourniquet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student palpated the area to determine the location of the jugular vein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student wiped the area with alcohol.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the needle in the skin with the bevel up and in the proper location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student's hand was in the proper position to hold the syringe and draw back on the plunger to obtain the sample.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student acquired the necessary volume for the tests ordered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student released the digital tourniquet when the appropriate volume was achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed a digit over the puncture site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The needle and syringe were removed from the patient and digital pressure was continued to prevent a hematoma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

COCCYGEAL VENIPUNCTURE IN THE BOVINE PATIENT

Goal: To successfully collect a blood sample through coccygeal venipuncture

Description: The student will collect a blood sample from the coccygeal vessel.

Criteria: The student lifted the patient's tail so that the ventral portion of the tail is visible to the student.

The student palpated the area to determine the location of an intervertebral space along the midline portion of the ventral tail.

The student cleaned the area with alcohol and removed all debris.

The student placed the needle in the skin between the vertebrae into 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 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: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Coccygeal Venipuncture in the Bovine Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student performing coccygeal venipuncture as defined in the above criteria for this task. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Coccygeal Venipuncture in the Bovine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

	Unsatisfactory	Satisfactory	Excellent
The student lifted the patient's tail so that the ventral portion of the tail is visible to the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student palpated the area to determine the location of an intervertebral space along the midline portion of the ventral tail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student cleaned the area with alcohol and removed all debris.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the needle in the skin between the vertebrae into the proper location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student's hand was in the proper position to hold the syringe and draw back on the plunger to obtain the sample.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student acquired the necessary volume for the tests ordered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The needle and syringe were removed from the patient and digital pressure was continued to prevent a hematoma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

ADMINISTRATION OF INTRAMUSCULAR INJECTION IN THE FOOD ANIMAL PATIENT

Goal: Successfully administer medication by intramuscular injection into both the gluteal and semimembranosus/semitendinosus sites such that the medication is correctly administered without injury to either the patient or veterinary personnel

Description: The student will administer either a prescribed medication or saline placebo into the muscles of the gluteal area and the semimembranosus/semitendinosus area

Criteria: The student selected the proper site for administration based on anatomical landmarks.

The student removed any debris from the injection site with alcohol or other appropriate antiseptic.

The student properly introduced the needle into the site of administration.

The student aspirated the syringe to check for blood prior to injection.

The student successfully administered the prescribed amount of medication.

Number of Times Task Needs to be Successfully Performed: 5 (at least once each site)

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Administration of Intramuscular Injection in the Food Animal Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student administering intramuscular injection as defined in the above criteria for this task. The tape should clearly show the student, the position of the needle/syringe. The student should verbally identify the landmarks for the administration site they have chosen on the patient.

Summary Evaluation Form for Administration of Intramuscular Injection in the Food Animal Patient

Student Name: _____

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

Date completed #1: _____ Site: _____

Date completed #2: _____ Site: _____

Date completed #3: _____ Site: _____

Date completed #4: _____ Site: _____

Date completed #5: _____ Site: _____

	Unsatisfactory	Satisfactory	Excellent
The student selected the proper site for administration based on anatomical landmarks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student removed any debris from the injection site with alcohol or other appropriate antiseptic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student properly introduced the needle into the site of administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student aspirated the syringe to check for blood prior to injection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student successfully administered the prescribed amount of medication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

ADMINISTRATION OF SUBCUTANEOUS INJECTION IN THE FOOD ANIMAL PATIENT

Goal: Successfully administer medication to a food animal patient by subcutaneous injection such that the medication is correctly administered without injury to either the patient or veterinary personnel

Description: The student will administer by subcutaneous injection either a prescribed medication or saline placebo

Criteria: The student selected the proper site for administration.

The student removed any debris from the injection site with alcohol or other appropriate antiseptic.

The student properly introduced the needle into the site of administration.

The student aspirated the syringe to check for blood or air prior to injection.

The student successfully administered the prescribed amount of medication.

Number of Times Task Needs to be Successfully Performed: 5

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Administration of Subcutaneous Injection in the Food Animal Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student administering a subcutaneous injection as defined in the above criteria for this task. The videotape should clearly show the student, the position of the needle/syringe, the aspiration of the syringe, and the administration site on the patient.

Summary Evaluation Form for Administration of Subcutaneous Injection in the Food Animal Patient

Student Name: _____

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

Date completed #1: _____ #2: _____ #3: _____

Date completed #4: _____ #5: _____

	Unsatisfactory	Satisfactory	Excellent
The student selected the proper site for administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student removed any debris from the injection site with alcohol or other appropriate antiseptic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student properly introduced the needle into the site of administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student aspirated the syringe to check for blood or air prior to injection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student successfully administered the prescribed amount of medication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

ADMINISTRATION OF INTRAVENOUS JUGULAR INJECTION IN THE FOOD ANIMAL PATIENT

Goal: Successfully administer medication by intravenous jugular injection such that the medication is correctly administered without injury to either the patient or veterinary personnel

Description: The student will administer either a prescribed medication or saline placebo in the jugular vein

Criteria: The student selected the proper site for administration.

The student removed any debris from the injection site with alcohol or other appropriate antiseptic.

The student properly introduced the needle into the site of administration.

The student aspirated the syringe to check for blood prior to injection.

The student injected the drug without signs of extravasation.

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

Number of Times Task Needs to be Successfully Performed: 5

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Administration of Intravenous Jugular Injection in the Food Animal Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student administering an intravenous injection as defined in the above criteria for this task. The tape should show the student lining up and introducing the needle into the vein, pulling back on the syringe to check for blood, and administering the medication to the patient. The tape should clearly show the student, the position of the needle/syringe, the introduction of the needle, the backflow of blood, the push of medication into the vein, and the area of vein after needle withdrawal showing no signs of extravasation. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Administration of Jugular Intravenous Injection in the Food Animal

Student Name: _____

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

Date completed #1: _____ #2: _____ #3: _____

Date completed #4: _____ #5: _____

	Unsatisfactory	Satisfactory	Excellent
The student selected the proper site for administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student removed any debris from the injection site with alcohol or other appropriate antiseptic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student properly introduced the needle into the site of administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student aspirated the syringe to check for blood prior to injection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student injected the drug without signs of extravasation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student or restrainer properly applied pressure to the puncture site to reduce bleeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

ADMINISTRATION OF LIQUID MEDICATION IN THE FOOD ANIMAL PATIENT

Goal: Successfully administer oral liquid medication to a food animal patient such that the medication is swallowed without injury to either the patient or veterinary personnel

Description: The student will administer oral liquid medication to a food animal patient, restrained by stocks or chute, without causing the patient to choke, or harming the patient

Criteria: The student was able to open the mouth of the patient.

The student maintained control of the head or muzzle during the administration of the medication.

The student was able to insert the Frick (or equivalent) speculum and stomach tube or the drenching instrument of choice.

The student passed the stomach tube and verified the correct placement.

The medication was swallowed without choking when using a drenching instrument.

The student was able to control the patient in a manner that was adequate to administer the medication yet did no harm to the patient.

The student removed the stomach tube so that the liquid remaining in the tube was not aspirated by the patient.

The student removed the oral speculum that was used to facilitate the placement of the stomach tube.

Number of Times Task Needs to be Successfully Performed: 4 (2 stomach tube, 2 drenching)

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Administration of Liquid Medication in the Food Animal task, signed by the Clinical Mentorship supervisor.
2. A videotape that clearly shows the student administering liquid medication as defined in the above criteria for this task. The tape should clearly show the placement of the student's hands, the position of the patient, and the patient swallowing the tube or medication. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Administration of Liquid Medication in the Food Animal Patient

Student Name: _____

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

Date completed (Stomach tube) #1: _____ #2: _____

Date completed (Drenching) #1: _____ #2: _____

	Unsatisfactory	Satisfactory	Excellent
The student was able to open the mouth of the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student maintained control of the head or muzzle during the administration of the medication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student was able to insert the Frick (or equivalent) speculum and stomach tube or the drenching instrument of choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student passed the stomach tube and verified the correct placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The medication was swallowed without choking when using a drenching instrument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student was able to control the patient in a manner that was adequate to administer the medication yet did no harm to the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student removed the stomach tube so that the liquid remaining in the tube was not aspirated by the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student removed the oral speculum that was used to facilitate the placement of the stomach tube.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

ADMINISTRATION OF BOLUS MEDICATION IN THE FOOD ANIMAL PATIENT

Goal: Successfully administer a bolus orally to a food animal patient such that the medication is swallowed without injury to either the patient or veterinary personnel

Description: The student will administer a bolus to a food animal patient, restrained by stocks or chute, without causing the patient to choke, or harming the patient

Criteria: The student restrained the head of the patient.

The student was able to open the mouth of the patient.

The student maintained control of the head during the administration of the medication.

The student used the appropriate size balling gun for the patient's size.

The student inserted the balling gun in the patient's mouth and over the tongue.

The medication was swallowed without choking.

The student was able to control the patient in a manner that was adequate to administer the medication yet did no harm to the patient.

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Administration of Bolus Medication in the Food Animal Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape showing the student administering the medication to a patient. The tape should clearly show the placement of the student's hands, the position of the patient, and the patient swallowing the bolus. Clear verbalization of process should occur throughout the videotaped sequence

Summary Evaluation Form for Administration of Bolus Medication in the Food Animal Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

Unsatisfactory Satisfactory Excellent

The student restrained the head of the patient.

The student was able to open the mouth of the patient.

The student maintained control of the head during the administration of the medication.

The student used the appropriate size balling gun for the patient's size.

The student inserted the balling gun in the patient's mouth and over the tongue.

The medication was swallowed without choking.

The student was able to control the patient in a manner that was adequate to administer the medication yet did no harm to the patient.

Signature of Clinical Mentorship Supervisor _____

PLACEMENT OF INTRAVENOUS CATHETER IN THE FOOD ANIMAL PATIENT

Goal: To successfully place an intravenous catheter in the jugular vein

Description: The student will place an intravenous catheter in the jugular vein

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

Criteria: The student chose the appropriate size catheter for the patient.

The student prepped the site for an aseptic catheter placement and did not contaminate the site once it was prepped.

The student flushed the catheter with a heparinized saline prior to placement.

The student performed a lidocaine skin block.

The student performed a stab incision at the blocked site.

The student placed the catheter into the stab incision site 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 on the catheter.

The student secured the catheter to the patient's neck without kinking the catheter.

The student flushed the catheter with heparinized saline.

The student removed the catheter and applied pressure or a bandage to the site of the catheter so that a hematoma does not form. (if catheter is not being left in.)

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Placement of Intravenous Catheter in the Food Animal Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape showing the student properly clipping and prepping the site aseptically, flushing the catheter before placement, block the site, performing the stab incision, placing the catheter, and taping and flushing the catheter once in the vein. Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Placement of Intravenous Catheter in the Food Animal Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

	Unsatisfactory	Satisfactory	Excellent
The student clipped an area of appropriate size, leaving no hair at the site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student chose the appropriate size catheter for the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student prepped the site for an aseptic catheter placement and did not contaminate the site once it was prepped.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student flushed the catheter with a heparinized saline prior to placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student performed a lidocaine skin block.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student performed a stab incision at the blocked site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student placed the catheter into the stab incision site with the bevel up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student looked for blood flow into the catheter and when blood was observed, threaded the catheter off the stylet into the vein.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student removed the stylet from the catheter and placed an injection cap on the catheter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student secured the catheter to the patient's neck without kinking the catheter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student flushed the catheter with heparinized saline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student removed the catheter and applied pressure or a bandage to the site of the catheter so that a hematoma does not form.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Clinical Mentorship Supervisor _____

URINE COLLECTION IN THE BOVINE PATIENT

Goal: Successfully collect a urine sample of quality and quantity that allows an accurate urinalysis.

Description: The student will collect urine from the urine stream of a bovine patient using a clean container.

Criteria: The student selected a clean container that was appropriate for the amount.

The student stimulated the patient to urinate.

The student collected the urine after the initial stream.

The student avoided contaminating the collected urine by contact with the animal's hair, etc.

Number of Times Task Needs to be Successfully Performed: 3

Materials Submitted for Evaluation and Verification:

1. Summary evaluation form for Urine Collection in the Bovine Patient task, signed by the Clinical Mentorship supervisor.
2. A videotape showing the student collecting the urine. The tape should clearly show the student collecting the urine, the urine in the container after collection, and documentation of the amount collected (e.g. drawing the urine into a large syringe). Clear verbalization of process should occur throughout the videotaped sequence.

Summary Evaluation Form for Urine Collection in the Bovine Patient

Student Name: _____

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

Date completed #1: _____

Date completed #2: _____ #3: _____

Unsatisfactory Satisfactory Excellent

The student selected a clean container that was appropriate for the amount.

The student stimulated the patient to urinate.

The student collected the urine after the initial stream.

The student avoided contaminating the collected urine by contact with the animal's hair, etc.

Signature of Clinical Mentorship Supervisor _____