

# Small Animal Nursing Mentorship II

VM 20600

Criteria  
Logbook

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

## Student Information

### Contact Information

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

Jennifer Smith, BS, RVT, LATG

Clinical Mentorship Coordinator

[jpope@purdue.edu](mailto:jpope@purdue.edu)

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

## 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 dagger symbol) (†) 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 dagger symbols) (††) 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 dagger symbols do not involve live animal use.

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

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

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

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

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

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

## Selecting the Clinical Mentorship Site – Facility Requirements

You must visit the Clinical Mentorship Site and determine if the following supplies and equipment are readily available to you for use during your Clinical Mentorship. The mentorship supervisor will verify the availability of required items by completing the Mentorship and Facility Requirement Agreement.

### **The veterinary care facility must be equipped with the following equipment:**

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

### **In addition, the following disposable items must be available:**

- Syringe – assorted sizes
- Needles – assorted sizes (22 ga for cystocentesis)
- Alcohol
- Zonas or other tape
- Injection cap or T-set
- Sterile Saline
- IV catheters
- Supplies for a sterile prep
- Tongue depressors
- Sof-Roll or other padding – size appropriate for patient
- Roll gauze – size appropriate for patient
- Protective wrap (vetwrap, etc)
- Sterile K-Y or alternate water-soluble lubricant
- Prep materials for penis
- Isopropyl alcohol
- Male canine urinary catheters – appropriate for patient/purpose
- Urinary collection system – if needed
- Sterile gloves
- Fluids for parenteral administration
- IV fluid administration set
- Water or medication for administration
- Exam gloves
- Enema tube – size appropriate for patient
- Enema solution
- Towels
- Surgical mask
- Safety goggles or face shield
- Table mat
- Polishing paste

## Introduction to Essential Tasks and Criteria

Before starting each task-

1. Read the Goal, Description, Criteria, and Materials to be Submitted for Evaluation and Verification. Understand what is expected for each task.
2. Make sure that all equipment and supplies needed to complete the task are available. Pay particular attention to the details of what needs to be documented and submitted.
3. Make sure to obtain appropriate permissions where necessary. Please inform the facility's owner/manager of activities. A good relationship with the veterinarian in charge is key to having a positive Clinical Mentorship experience.

After performing each task-

1. Label all items submitted so that the materials submitted for evaluation and validation at Purdue are identified as the student's submission. **No edited versions of the Task Verification Form (TVF) will be accepted. All submissions must be original and unaltered.**
2. Label all videos posted to Brightspace with the task number.
3. Submit materials by the deadlines listed in the course syllabus

### Important Information Regarding Tasks in this mentorship:

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.

The Clinical Mentorship Supervisor is the person who will sign Task Verification forms that verify performance of tasks by actively supervising the student at the Clinical Mentorship site.

## 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 showed their face clearly and introduced themselves.
- The student showed and introduced the supervising mentor.
- The student walked through the facility and showed the following clearly:
  - VTDL-provided sign informing clients that students may be involved in patient care (it should be displayed in an area that is visible to clients). **(CRITICAL)**
  - Stomach tube
  - Enema tube/catheter
  - Canine male urinary catheters
  - ECG machine with printout capability (show where printout is produced)
  - Periodontal probe
  - Hand (manual) scaler
  - Ultrasonic dental unit and handpiece
- The student provided live narration throughout the task

# 1. VIDEO VERIFICATION OF REQUIRED EQUIPMENT AND SUPPLIES (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** No

**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, LVMT, 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)<sup>††</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student correctly placed his/her finger in the jugular groove to act as a tourniquet. **(CRITICAL)**
- 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. **(CRITICAL)**
- The student's hand was in the proper position to hold the syringe and draw back on the plunger to obtain the sample.
- The student acquired the necessary volume for the tests ordered. **(CRITICAL)**
- The student released the digital tourniquet when the appropriate volume was achieved.
- The student placed a digit over the puncture site.
- The needle and syringe were removed from the patient and digital pressure was continued to prevent a hematoma. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

## 2. PERFORM JUGULAR VENIPUNCTURE (CANINE) (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**Number of Times Task Needs to be Successfully Performed:** 1

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

### 3. PERFORM JUGULAR VENIPUNCTURE (FELINE)<sup>††</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student correctly placed his/her finger in the jugular groove to act as a tourniquet. **(CRITICAL)**
- 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. **(CRITICAL)**
- The student's hand was in the proper position to hold the syringe and draw back on the plunger to obtain the sample.
- The student acquired the necessary volume for the tests ordered. **(CRITICAL)**
- The student released the digital tourniquet when the appropriate volume was achieved.
- The student placed a digit over the puncture site.
- The needle and syringe were removed from the patient and digital pressure was continued to prevent a hematoma. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

### 3. PERFORM JUGULAR VENIPUNCTURE (FELINE) (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**Number of Times Task Needs to be Successfully Performed:** 1

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 4. PERFORM SAPHENOUS VENIPUNCTURE IN A DOG<sup>††</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student selected the proper site for venipuncture. **(CRITICAL)**
- The student properly introduced the needle into the site. **(CRITICAL)**
- The student aspirated the syringe to check for blood.
- The student drew the appropriate volume of blood for the required test. **(CRITICAL)**
- The student or restrainer properly applied pressure to the puncture site to reduce bleeding. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

#### 4. PERFORM SAPHENOUS VENIPUNCTURE IN A DOG (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 5. PERFORM SAPHENOUS VENIPUNCTURE IN A CAT<sup>††</sup>

**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 cat.

**Criteria:**

- The student showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student selected the proper site for venipuncture. **(CRITICAL)**
- The student properly introduced the needle into the site. **(CRITICAL)**
- The student aspirated the syringe to check for blood.
- The student drew the appropriate volume of blood for the required test. **(CRITICAL)**
- The student or restrainer properly applied pressure to the puncture site to reduce bleeding. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

## 5. PERFORM SAPHENOUS VENIPUNCTURE IN A CAT (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 6. PLACE A CEPHALIC CATHETER (CANINE)<sup>††</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- 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. **(CRITICAL)**
- The student flushed the catheter with sterile saline prior to placement (unless collecting blood for a sample).
- The student placed the catheter into the skin with the bevel up. **(CRITICAL)**
- The student looked for blood flow into the catheter and when blood was observed, threaded the catheter off the stylet into the vein. **(CRITICAL)**
- The student removed the stylet from the catheter and placed an injection cap or T-port on the catheter without contaminating the insertion site. **(CRITICAL)**
- The student secured the catheter to the patient's leg with tape without kinking the catheter. **(CRITICAL)**
- The student flushed the catheter with sterile saline, without signs of extravasation. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

## 6. PLACE A CEPHALIC CATHETER (CANINE) (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**Number of Times Task Needs to be Successfully Performed:** 1

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 7. PLACE A CEPHALIC CATHETER (FELINE)<sup>††</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- 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. **(CRITICAL)**
- The student flushed the catheter with sterile saline prior to placement (unless collecting blood for a sample).
- The student placed the catheter into the skin with the bevel up. **(CRITICAL)**
- The student looked for blood flow into the catheter and when blood was observed, threaded the catheter off the stylet into the vein. **(CRITICAL)**
- The student removed the stylet from the catheter and placed an injection cap or T-port on the catheter without contaminating the insertion site. **(CRITICAL)**
- The student secured the catheter to the patient's leg with tape without kinking the catheter. **(CRITICAL)**
- The student flushed the catheter with sterile saline, without signs of extravasation. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

## 7. PLACE A CEPHALIC CATHETER (FELINE) (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**Number of Times Task Needs to be Successfully Performed:** 1

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 8. PLACE A SAPHENOUS CATHETER (CANINE)<sup>++</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- 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. **(CRITICAL)**
- The student flushed the catheter with sterile saline prior to placement.
- The student placed the catheter into the skin with the bevel up. **(CRITICAL)**
- The student looked for blood flow into the catheter and when blood flow was observed, threaded the catheter off the stylet into the vein. **(CRITICAL)**
- The student removed the stylet from the catheter and placed an injection cap on the catheter without contaminating the insertion site. **(CRITICAL)**
- The student secured the catheter to the patient's leg with tape without kinking the catheter. **(CRITICAL)**
- The student flushed the catheter with sterile saline without signs of extravasation. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

## 8. PLACE A SAPHENOUS CATHETER (CANINE) (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 9. APPLY AND REMOVE A MODIFIED ROBERT JONES BANDAGE<sup>++</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student had the patient restrained in lateral recumbency. **(CRITICAL)**
- The student applied tape stirrups to the medial and lateral aspects of the distal portion of the limb. **(CRITICAL)**
- The student applied two layers of soft cast padding (NOT roll cotton) snugly onto the limb starting at the distal portion of the limb. The student made sure it was not too tight before starting the next layer. The bandage extended above the elbow on a front limb, or above the stifle on a rear limb. **(CRITICAL)**
- The student applied a layer of gauze snugly to the limb, starting at the distal portion of the limb. The gauze went to the edge, but not past, the padding layer beneath. The student made sure it was not too tight before starting the next layer. **(CRITICAL)**
- The student reflected the tape stirrups to adhere to the gauze. **(CRITICAL)**
- The student applied a layer of protective tape, such as vet wrap, to the limb. The protective layer went to the edge, but not past, the gauze layer beneath. The student made sure it was not too tight. **(CRITICAL)**
- The limb was in proper position once the bandage was complete. The student checked the toes for temperature and swelling. **(CRITICAL)**
- The student appropriately removed the bandage from the patient with bandage scissors. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

## 9. APPLY AND REMOVE A MODIFIED ROBERT JONES BANDAGE (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 10. ADMINISTER SUBCUTANEOUS FLUIDS TO A DOG OR CAT<sup>++</sup>

**Goal:** To successfully administer subcutaneous (SQ) fluids to a dog or cat.

**Description:** The student will administer SQ fluids to a dog or cat using a 250ml, 500ml or 1L bag.

**Criteria:**

- The student showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student chose the proper needle size for the patient. **(CRITICAL)**
- The student placed the needle in the correct area. **(CRITICAL)**
- The student administered the appropriate amount of fluids at each site verbalizing how much was to be given, and indicated the starting and stopping quantity on the bag used. **(CRITICAL)**
- The student provided live narration throughout the task

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ dog / cat

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 11. PLACE A URINARY CATHETER IN A MALE DOG<sup>††</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student pre-measured and chose the proper type and size catheter for the dog. **(CRITICAL)**
- The student, while an assistant exposed the penis, prepared the penis aseptically without touching the prepuce. **(CRITICAL)**
- If sterile gloves were worn, they were put on after the prep, and no non-sterile surfaces/items were touched after gloves were donned. **(CRITICAL)**
- The student observed/demonstrated aseptic technique at all times as they handled equipment. **(CRITICAL)**
- The student lubricated the distal end of the catheter without contaminating the catheter. **(CRITICAL)**
- The student introduced and passed the catheter into the bladder without contamination. **(CRITICAL)**
- The student emptied the bladder with a syringe if the catheter was to be removed
- The student attached a collection system to the catheter if the catheter was to remain indwelling.
- The student provided live narration in a continuous, unedited format

## 11. PLACE A URINARY CATHETER IN A MALE DOG (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 12. PERFORM A CYSTOCENTESIS IN A DOG OR CAT<sup>++</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student palpated the bladder while the patient was restrained in lateral, dorsal or standing recumbency.
- The student chose the appropriate size needle for the patient and the appropriate size syringe for the sample to be obtained. **(CRITICAL)**
- The student examined the area of the needle placement to ensure its cleanliness and prepared it with alcohol.
- The student placed the needle in the correct area. **(CRITICAL)**
- The student aspirated to determine if the needle was in the bladder. If the needle was in the bladder, the student drew enough urine for the sample. **(CRITICAL)**
- If the needle was not in the bladder, the student released negative pressure on the syringe, withdrew the syringe and needle and got a new syringe and needle to try again. **(CRITICAL)**
- The student did not redirect the needle within the abdomen. **(CRITICAL)**
- The student did not aspirate while placing or withdrawing the needle. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

## 12. PERFORM A CYSTOCENTESIS IN A DOG OR CAT (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ dog / cat

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

### 13. PLACE A STOMACH TUBE<sup>+++</sup>

**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.***

**Criteria:**

- The student showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student measured the tube, placed the tip of the tube at the last rib and marked the tube at the point of the mouth prior to placement. **(CRITICAL)**
- The student placed the mouth speculum in the mouth in the correct position. **(CRITICAL)**
- The student properly lubricated the stomach tube. **(CRITICAL)**
- The student properly passed the tube into the patient's stomach without force. **(CRITICAL)**
- The student verified the tube was in the stomach by **palpating the tube(s) within the neck before injecting air or saline (CRITICAL)**
  - **The student checked placement EITHER by** injecting 10 mL of air and an assistant auscultating the stomach with a stethoscope for gurgling in an awake or an anesthetized patient **OR**
  - injecting 5 mL of sterile saline and listening for a cough (only in an awake patient). **(CRITICAL)**
- The student sealed/kinked the end of the tube to prevent aspiration and removed the stomach tube from the patient. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format

### 13. PLACE A STOMACH TUBE (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 14. PERFORM AN ENEMA<sup>††</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student measured and/or prepared the appropriate solution to deliver. **(CRITICAL)**
- The student, wearing exam gloves, properly lubricated the tube. **(CRITICAL)**
- The student passed the tube into the animal's rectum without force. **(CRITICAL)**
- The student properly administered the prepared fluid. **(CRITICAL)**
- The student removed the tube from the rectum. **(CRITICAL)**
- The student placed the animal in an appropriate area and observed the expulsion of contents from the colon.
- The student provided live narration in a continuous, unedited format

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 15. PRODUCE A DIAGNOSTIC ECG TRACING<sup>†</sup>

**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 showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- 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. **(CRITICAL)**
- 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. **(CRITICAL)**
- The student moistened the leads with contact gel, alcohol or an acceptable alternative. **(CRITICAL)**
- 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. **(CRITICAL)**
- If using Cardiopet or another “remote” ECG system, the student followed the guidelines for timing of each lead, as defined by the company.
- The student provided live narration throughout the task

## 15. PRODUCE A DIAGNOSTIC ECG TRACING (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** Yes

**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 including the tracing should be submitted.

**Student Name:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_ RVT, CVT, LVT, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

## 16. PERFORM A COMPLETE DENTAL PROPHYLAXIS<sup>+++</sup>

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

**Description:** The student will perform a dental prophylaxis on an anesthetized dog or cat. The student should focus on the dental procedure while another technician monitors anesthesia.

**Criteria:**

- The student showed their face clearly and introduced the task. **(CRITICAL)**
- The supervising mentor was physically present and actively supervising the student for the entire task. The student showed and introduced their supervising mentor. **(CRITICAL)**
- The student performed an oral exam to evaluate occlusion, any retained deciduous or deformed teeth, and evaluated and charted periodontal probe depth, gingival index & the calculus score. **(CRITICAL)**
- The student placed towels under the patient's head and neck to prevent potential aspiration of water and debris. **(CRITICAL)**
- The student wore a mask, exam gloves and eye protection before beginning the scaling of the teeth. **(CRITICAL)**
- The student hand scaled the subgingival area of the teeth if needed.
- The student removed the calculus from the supragingival area of the teeth, by either starting out with manual instruments and then using the ultrasonic scaler, or just used the ultrasonic scaler. **(CRITICAL)**
- If manual instruments were used, the student maintained the proper angle with the scaling instrument and moved from the gingival edge toward the crown. **(CRITICAL)**
- The student did not leave the ultrasonic scaler on the tooth for longer than 10 seconds at a time. **(CRITICAL)**
- The student maintained the side of the ultrasonic scaler parallel to the tooth and worked with overlapping strokes from the gingival edge toward the crown. The student avoided using the tip of the scaler. **(CRITICAL)**
- The student polished the teeth using the polish device at low speed using a fine grit paste for no longer than 7-10 seconds at a time. **(CRITICAL)**
- The student rinsed the teeth with water to remove any residual debris from the mouth. **(CRITICAL)**
- The student applied sealant, showed both sides of the mouth, and performed a post cleaning oral exam noting the extent of periodontal disease, furcation's, fractures, crown issues, or other abnormalities not seen on the initial oral exam and added the onto appropriate dental chart or record. **(CRITICAL)**
- The student composed a set of discharge and home care instructions for the client and explained them to the client upon releasing the patient from the hospital. These included post-anesthesia information as well as home dental care options and were specific for this patient. **(CRITICAL)**
- The student submitted copies of the dental chart, discharge instructions, dental radiograph images (if applicable), and home dental care guidelines. **(CRITICAL)**
- The student provided live narration throughout the task

## 16. PERFORM A COMPLETE DENTAL PROPHYLAXIS (CONTINUED)

**Live Narration Required:** Yes

**Continuous (unedited) Video Required:** No

**Number of Times Task Needs to be Successfully Performed:** 1

**Materials Submitted for Evaluation and Verification:**

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

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

**Student Name:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_ RVT, CVT, LVT, LVMT, DVM, VMD

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I verify that the student performed this task under my active and continuous supervision.

**Signature of Clinical Mentorship Supervisor:** \_\_\_\_\_

# 16. PERFORM A COMPLETE DENTAL PROPHYLAXIS (CONTINUED)

## 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 _____			

<b>Skull type</b>
Brachycephalic
Mesocephalic
Dolichocephalic

<b>Occlusion</b>
Scissors (Normal)
Brachygnathism (Overshot)
Prognathism (Undershot)
Level Bite

Calculus
Furcation exposure
Gingivitis
Hyperplasia
Mobility

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

Diagnosis \_\_\_\_\_

\_\_\_\_\_

Assessment \_\_\_\_\_

\_\_\_\_\_

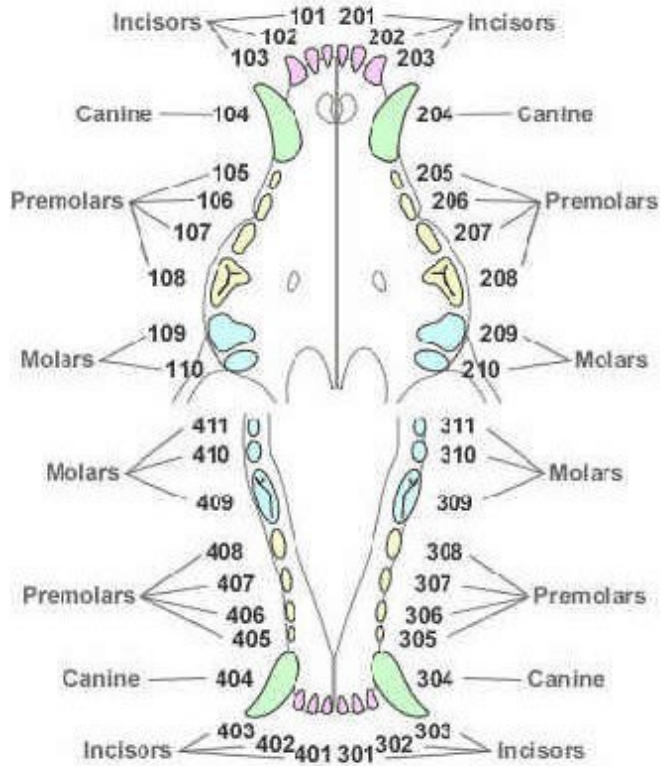
Recommendations \_\_\_\_\_

\_\_\_\_\_

16. PERFORM A COMPLETE DENTAL PROPHYLAXIS (CONTINUED)

**CODE KEY**

- AF— Amalagam 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 \_\_\_\_\_

\_\_\_\_\_

# 16. PERFORM A COMPLETE DENTAL PROPHYLAXIS (CONTINUED)

## 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 _____			

<b>Skull type</b>
Brachycephalic
Mesocephalic
Dolichocephalic

<b>Occlusion</b>
Scissors (Normal)
Brachygnathism (Overshot)
Prognathism (Undershot)
Level Bite

Calculus
Furcation exposure
Gingivitis
Hyperplasia
Mobility

<b>Periodontal Disease</b>
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 \_\_\_\_\_

\_\_\_\_\_

16. PERFORM A COMPLETE DENTAL PROPHYLAXIS (CONTINUED)

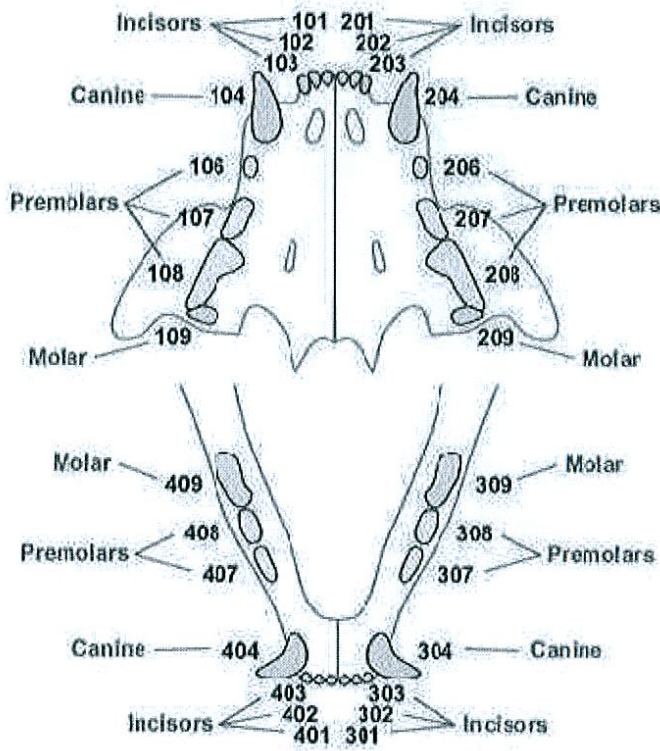


Image by permission of Dr David Crossley/ Dr. Norman Johnston

CODE KEY	
AF—	Amalagam 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

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Radiographic Findings

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