

# Surgical Nursing Mentorship

VM 21200

Criteria  
Logbook

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### Clinical Mentorship Tasks

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15. Apply an emergency splint<sup>†</sup>

***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:

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

In addition, the following disposable items must be available:

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

## Introduction to Essential Tasks and Criteria

Before starting each task-

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

After performing each task-

1. Label all items submitted so that the materials submitted for evaluation and validation at Purdue are identified as the student's submission. ***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

## 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)**
  - Paper or cloth wrapping material for packs **(CRITICAL)**
  - Surgical scrub brush (disposable or re-sterilizable) **(CRITICAL)**
  - Surgical suction unit, including tubing and tip(s) **(CRITICAL)**
  - Suture or staple removal instrument **(CRITICAL)**
  - Splint for bandaging **(CRITICAL)**
- 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 (with their mentor) 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:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**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. CLEAN INSTRUMENTS POST-OPERATIVELY

**CVTEA Skill:** Perform post-surgical clean-up (e.g., equipment, instruments).

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

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

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

## 2. CLEAN INSTRUMENTS POST-OPERATIVELY (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 Cleaning Instruments Post-operatively skill, signed by the clinical mentorship supervisor.
2. One video of the student (with their mentor) cleaning instruments post-operatively. The video will clearly show each instrument being cleaned in the appropriately mixed detergent solution, each instrument being laid out, inspected, and lubricated. The student should provide a narrative of the steps being performed during the video.
3. List of instruments cleaned.
4. Type of water used for detergent solution (de-ionized, distilled, hard, soft)
5. Name, mixing recommendations, and pH of detergent used.

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

**Date:** \_\_\_\_\_

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

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

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

### 3. PREPARE A SURGICAL PACK FOR STERILIZATION

**CVTEA Skill:** Prepare surgical instruments and supplies.

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

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

**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 inspected 2 cloth or paper wraps to ensure they were free from holes or tears.
- The student laid out both wraps on top of each other in a diamond shape.
- The student assembled the pack correctly by following the instructions on the checklist or recipe. **(CRITICAL)**
- The student placed the pack contents in middle of wraps.
- The student appropriately selected and placed the chemical indicator. **(CRITICAL)**
- The student wrapped the pack one layer at a time starting with the inner wrap layer.
- The student wrapped the pack one layer at a time ending with the outer wrap layer.
- The student used indicator tape to secure the pack, labeling it with pack type, date, and their initials **(CRITICAL)**
- The student provided live narration throughout the task.
- The student submitted the pack recipe used to prepare the surgical pack. **(CRITICAL)**

### 3. PREPARE A SURGICAL PACK FOR STERILIZATION (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 Preparing a Surgical Pack for Sterilization skill, signed by the Clinical Mentorship supervisor.
2. One video of the student (with their mentor) preparing a surgical pack. The video should clearly show the preparation of the pack wraps, steps to assemble the pack, wrapping of the pack, and the securement and identification of the pack type. The student should provide a narrative of the steps being performed during the video.
3. Checklist or recipe for surgical pack demonstrated on video.

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

**Date:** \_\_\_\_\_

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

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

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

## 4. STERILIZE AN INSTRUMENT PACK IN A STEAM AUTOCLAVE

**CVTEA Skill:** Prepare surgical instruments and supplies; Operate and maintain autoclaves; Sterilize instruments and supplies using appropriate methods.

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

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

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

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

**Live Narration Required:** Yes

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

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

**Materials Submitted for Evaluation and Verification:**

1. Task Verification form for Sterilizing an Instrument Pack task, signed by the Clinical Mentorship supervisor.
2. One video of the student (with their mentor) sterilizing an instrument pack. The video should clearly show the cloth or paper wrapped pack, insertion of the pack into the autoclave, operation of the autoclave, and confirmation the pack was sterilized by checking the chemical indicator inside the pack. The student should provide a narrative of the steps being performed during the video.

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

**Date:** \_\_\_\_\_

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

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

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

## 5. PREPARE AND STERILIZE AN INDIVIDUALLY PACKAGED INSTRUMENT OR ITEM

**CVTEA Skill:** Prepare surgical instruments and supplies; Operate and maintain autoclaves; Sterilize instruments and supplies using appropriate methods.

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

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

**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 an appropriate instrument or item to be sterilized. **(CRITICAL)**
  - **Note:** A package of 10-20 gauze squares would be considered an individual item.
- The student inserted the instrument or item into the opening of the sterilization pouch sleeve.
  - If using an instrument, the student ensured it was inserted rings/handle first into the sleeve to allow for proper/safe removal when opened.
- If not present on the pouch, the student inserted an indicator strip into the pouch or applied a strip of indicator tape to the outside of the pouch.
- The student removed the adhesive strip on the pouch flap and sealed the pouch.
- The student labeled the pouch with instrument/item type, date, and their initials **(CRITICAL)**
- The student placed the packaged instrument/item appropriately into the autoclave.
- The student ensured that the pouch did not touch the inner walls of the autoclave and did not stack pouches on top of each other or tightly pack the autoclave.
- The student stated verbally the make, model, and type (hi-vac or gravity) of steam autoclave.
- The student stated verbally the steam autoclave settings for processing an individually packaged instrument/item, including: **(CRITICAL)**
  - Temperature (degrees F or C)
  - Exposure time (minutes)
  - Dry cycle time (minutes)
- The student properly operated the autoclave according to the manufacturer's instructions. **(CRITICAL)**

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

### Criteria (CONTINUED):

- Once the autoclave cycle was complete, the student vented the autoclave (if not automatic).
- Using PPE, the student removed the packaged instrument/item from the autoclave with attention to personal safety (e.g. used oven mitt).
- The student placed the cooled instrument/item on a clean, flat surface.
- The student inspected the package to ensure it was intact and stated verbally the result of the inspection as well as the chemical indicator reading. **(CRITICAL)**
- The student provided live narration throughout the task.

**Live Narration Required:** Yes

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

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

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

### Materials Submitted for Evaluation and Verification:

1. Task Verification form for Preparing and Sterilizing an Individually Packaged Instrument or Item skill, signed by the Clinical Mentorship supervisor.
2. One video of the student (with their mentor) preparing and sterilizing an individually wrapped instrument or item. The video should clearly show the preparation of the individual instrument or item, steps to assemble the pouch, and the securement and identification of the pouch type. The video should clearly show insertion of the individually packaged instrument or item into the autoclave, operation of the autoclave, and confirmation the pouch was sterilized by checking the chemical indicator. The student should provide a narrative of the steps being performed during the video.

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

**Date:** \_\_\_\_\_

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

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

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

## 6. OPEN A GOWN AND GLOVES

**CVTEA Skill:** Demonstrate proper operating room conduct and asepsis; Prepare gowns, masks, gloves, and drapes

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

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

**Criteria:**

- 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)**
- Gown
  - The student verified that the items were not expired and had been properly sterilized, verbalizing the items indicating that the items are sterile. **(CRITICAL)**
  - The student placed the items on a clean, dry, and flat surface.
  - The student broke/removed the tape.
  - Standing to the side or in front of the pack, the student pulled out the exposed tab of the outer wrap and back over the top to lay the corner down flat or over edge of mayo stand or counter, ensuring that they did not touch the inner wrap or reach over the top of the inner pack. **(CRITICAL)**
  - The student opened the remaining corners/flaps in the correct order without breaking the sterile field or otherwise contaminating the pack. **(CRITICAL)**
  - The student opened and had the gown pack positioned in such a way that the surgical team member was able to easily grab the gown while maintaining asepsis. **(CRITICAL)**
  - The student tied the surgery gown for the surgical team member aseptically. **(CRITICAL)**
- Gloves
  - The student removed the glove packaging and placed the glove pouch on a clean, dry, and flat surface.
  - The student grasped the middle flaps and pulled outward to expose the gloves (opened like a book).
  - The student pinched the paper at the corners to help keep the flaps open.
  - The student opened the gloves without breaking the sterile field or otherwise contaminating the inner portion of the gloves **(CRITICAL)**
- The student provided live narration in a continuous, unedited format.

## 6. OPEN A GOWN AND GLOVES (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 Open a Gown and Gloves skill, signed by Clinical Mentorship supervisor.
2. One video of the student (with their mentor) selecting and aseptically opening a gown and gloves. The video should clearly show correct opening of the gown pack, tying of the gown for the surgical team member, and correct opening of the gloves. The student should provide a narrative of the steps being performed during the video.

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

**Date:** \_\_\_\_\_

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

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

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

## 7. ASEPTICALLY OPEN PACK / INSTRUMENTS AS A CIRCULATING NURSE†

**CVTEA Skill:** Demonstrate proper operating room conduct and asepsis; Aseptically handle and pass instruments and supplies.

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

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

### 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)**
- Surgery Pack
  - The student placed the surgery pack on a clean, dry surface.
  - The student removed or tore the tape holding securing the pack.
  - The student opened the pack without contamination, and the flaps were opened in the correct order. **(CRITICAL)**
  - The student stepped away so the surgeon or scrub nurse could complete the opening of the pack.
- Steri-peel Instrument

**Note:** A scalpel blade or suture pack does not count as a steri-peel. You must open an individually package instrument or item that is in a steri-peel pouch sterilization sleeve (e.g. demonstration of task 5)

- The student detached the corners of the steri-peel without contamination or accidentally opening it too much.
- The student peeled back the edges of the steri-peel.
- The student did not roll their wrists.
- The student stopped when the instrument was exposed enough for the surgeon or scrub nurse to grasp.
- The student allowed the surgeon or scrub nurse to control the removal of the instrument.
- The instrument or surgeon was not contaminated during the opening process. **(CRITICAL)**

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

### Criteria (CONTINUED):

- Cloth or Paper Wrapped Instrument / Item

**Note:** *An instrument or item (e.g. bowl, drape) is acceptable.*

- The student held the package in their hand during the opening process. **(CRITICAL)**
  - The student removed or tore the tape securing the pack.
  - The student opened the flaps in the correct order. **(CRITICAL)**
  - The student stopped when the instrument/item was exposed enough for the surgeon or scrub nurse to grasp.
  - The student allowed the surgeon or scrub nurse to control the removal of the instrument/item.
  - The instrument/item or surgeon was not contaminated during the opening process. **(CRITICAL)**
- The student provided live narration throughout the task.

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

**Live Narration Required:** Yes

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

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

**Materials Submitted for Evaluation and Verification:**

1. Task Verification Form for Aseptically Opening Pack/Instruments as the Circulating Nurse skill, signed by Clinical Mentorship supervisor.
2. One video of the student (with their mentor) performing the three opening techniques with a surgery pack, a steri-peel packaged instrument, and a cloth or paper wrapped instrument. The video should clearly show the pack and/or instrument position in the student's hands, the slow, controlled opening of the instrument and the removal of the instrument by the scrub nurse or the surgeon. The student should provide a narrative of the steps being performed during the video.

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

**Date (Surgical Pack):** \_\_\_\_\_

**Date (Steri-Peel Instrument):** \_\_\_\_\_

**Date (Cloth/Paper Wrapped):** \_\_\_\_\_

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

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

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

## 8. POSITION PATIENT FOR SURGICAL PROCEDURES††

**CVTEA Skill:** Position patient for common surgical procedures.

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

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

**Criteria:**

- Laparotomy
  - 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 identified the procedure (e.g. OVH, cystotomy, foreign body removal).
  - The student placed a patient warming device and/or towels under the patient. **(CRITICAL)**
  - The student placed the animal in position and explains the reason for the position.
  - The student secured the limbs of the patient. **(CRITICAL)**
  - The student properly positioned a patient for the stated laparotomy procedure.
  - The student provided live narration throughout the task.
- Orthopedic

**\*NOTE: The orthopedic positioning portion task may be simulated on a patient anesthetized for any procedure.**

- 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 identified the procedure (e.g. amputation, TPLO, FHO).
- The student placed a patient warming device and/or towels under the patient. **(CRITICAL)**
- The student placed the animal in position and explains the reason for the position.
- The student secured the limbs of the patient. **(CRITICAL)**
- The student properly positioned a patient for the stated orthopedic procedure.
- The student provided live narration throughout the task.

## 8. POSITION PATIENT FOR SURGICAL PROCEDURES (CONTINUED) ++

**Live Narration Required:** Yes

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

**Number of Times Task Needs to be Successfully Performed:** 2 (one lap, one ortho)

**Materials Submitted for Evaluation and Verification:**

1. Task Verification Form for Position Patient for Procedures skill, signed by Clinical Mentorship supervisor.
2. One video of the student (with their mentor) positioning a patient for a laparotomy. The video should clearly show the patient positioned on a heated surgery table and securement of the limbs. The student should provide a narrative of the steps being performed during the video.
3. One video of the student (with their mentor) positioning a patient for an orthopedic procedure. The video should clearly show the patient positioned on a heated surgery table and securement of the limbs. The student should provide a narrative of the steps being performed during the video.

**\*NOTE: *The orthopedic positioning portion task may be simulated on a patient anesthetized for any procedure.***

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

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ lap / ortho

**Patient Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ lap / ortho

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

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

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

## 9. PREPARE A SURGICAL SITE USING ASEPTIC TECHNIQUE - OVARIOHYSTERECTOMY††

**CVTEA Skill:** Students must have participated in ovariohysterectomy (dog and cat); Prepare surgical site using aseptic techniques; Palpate the urinary bladder and express it as needed.

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

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

### Criteria:

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

## 9. PREPARE A SURGICAL SITE USING ASEPTIC TECHNIQUE- OVARIOHYSTERECTOMY (CONTINUED)<sup>††</sup>

### Criteria (CONTINUED):

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

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

**Live Narration Required:** Yes

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

**Number of Times Task Needs to be Successfully Performed:** 2 (one dog, one cat)

**Materials Submitted for Evaluation and Verification:**

1. Task Verification Form for Clip and Prepare a Surgical Site - Ovariohysterectomy skill, signed by the Clinical Mentorship supervisor.
2. One video of the student (with their mentor) clipping and prepping a **female canine** patient for an ovariohysterectomy surgery. The video should clearly show the student following the prescribed prepping procedure. The student should verbally and physically identify the anatomical landmarks for the clip and at the end of the final rinse, should show the sponge that is clean. The student should provide a narrative of the steps being performed during the video.
3. One video of the student (with their mentor) clipping and prepping a **female feline** patient for an ovariohysterectomy surgery. The video should clearly show the student following the prescribed prepping procedure. The student should verbally and physically identify the anatomical landmarks for the clip and at the end of the final rinse, should show the sponge that is clean. The student should provide a narrative of the steps being performed during the video.

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

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

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

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

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

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

## 10. PREPARE A SURGICAL SITE USING ASEPTIC TECHNIQUE - ORCHIECTOMY††

**CVTEA Skill:** Students must have participated in orchiectomy (dog and cat); Prepare surgical site using aseptic techniques; Palpate the urinary bladder and express it as needed.

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

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

**Criteria:**

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

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

### Criteria (CONTINUED):

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

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

**Live Narration Required:** Yes

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

**Number of Times Task Needs to be Successfully Performed:** 2 (one dog, one cat)

**Materials Submitted for Evaluation and Verification:**

1. Task Verification Form for Clip and Prepare a Surgical Site - Orchiectomy skill, signed by the Clinical Mentorship supervisor.
2. One video of the student (with their mentor) clipping and prepping a **male canine** patient for an orchiectomy surgery. The video should clearly show the student following the prescribed prepping procedure. The student should verbally and physically identify the anatomical landmarks for the clip and at the end of the final rinse, should show the sponge that is clean. The student should provide a narrative of the steps being performed during the video.
3. One video of the student (with their mentor) clipping and prepping a **male feline** patient for an orchiectomy surgery. The video should clearly show the student following the prescribed prepping procedure. The student should verbally and physically identify the anatomical landmarks for the clip and at the end of the final rinse, should show the sponge that is clean. The student should provide a narrative of the steps being performed during the video.

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

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

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

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

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

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

## 11. DEMONSTRATE SURGICAL SCRUBBING OF HANDS ARMS

**CVTEA Skill:** Demonstrate ability to perform aseptic surgical scrub and drying of hands.

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

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

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

11. DEMONSTRATE SURGICAL SCRUBBING OF HANDS ARMS  
(CONTINUED)

**Criteria (CONTINUED):**

- Drying of Hands and Arms
  - The student had an opened a gown pack and/or towel available on a clean, dry, flat surface. The student picked up the towel from the opened pack without contamination or dropping of the hands below the elbows. **(CRITICAL)**
  - Using one end of the towel, the student dried the first hand beginning at the fingers and working towards the elbow.
  - Using the other end of the towel, the student dried the second hand beginning at the fingers and ending with the elbow.
  - The student discarded the towel without contamination. **(CRITICAL)**
- 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

11. DEMONSTRATE SURGICAL SCRUBBING OF HANDS ARMS  
(CONTINUED)

**Materials Submitted for Evaluation and Verification:**

1. Task Verification Form for Demonstrate Scrubbing of Hands and Arms skill, signed by the Clinical Mentorship supervisor.
2. One video of the student (with their mentor) scrubbing their hands and arms. The video should clearly show the student donned in appropriate surgical attire, use of the surgical scrub brush, scrubbing of all surfaces on both hands and arms a minimum of three times, and drying of hands and arms while maintaining asepsis throughout. The student should provide a narrative of the steps being performed during the video.

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

**Date:** \_\_\_\_\_

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

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

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

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

**CVTEA Skill:** Demonstrate ability to don surgical cap and mask and aseptically don gown and gloves.

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

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

**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 was donned in the appropriate surgical attire, including- **(CRITICAL)**
  - scrubs
  - surgical cap
  - surgical mask
- The student had an opened a gown pack and gloves package available on a clean, dry, flat surface.
- Gowning for Surgery
  - The student removed the sterile gown from the pack and allowed it to unfold without contamination. **(CRITICAL)**
  - The student placed both arms in the sleeves and worked the gown on without contamination. **(CRITICAL)**
  - The student's hands did not exit the sleeves of the gown (e.g. remained with the gown cuffs).
  - The student stood with arms at chest height while the shoulders and back of the gown were tied by another person.

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

### Criteria (CONTINUED):

- Closed Gloving Technique
  - Throughout the following steps, the students' hands did not exit the sleeves of the gown. **(CRITICAL)**
  - The student picked up the first glove from the open package and placed it thumb toward the palm and fingers pointing towards the elbows. **(CRITICAL)**
  - The student grasped the glove on both sides through the sleeves of the gown and stretched the glove to create an opening. **(CRITICAL)**
  - The student pulled the glove over the hand. **(CRITICAL)**
  - The student moved their fingers from inside the cuff to the glove.
  - The student placed their fingers into the fingers of the glove.
  - The student pulled the sleeve of the gown and adjusted the glove to fit.
  - The student repeated the process with the other glove and hand. **(CRITICAL)**
  - The student made final adjustments on the gloves so that they fit snugly on their hands.
  - The student maintained aseptic technique throughout, not touching any non-sterile items or contaminating the sterile field areas. **(CRITICAL)**
- The student provided live narration in a continuous, unedited format.

## 12. DEMONSTRATE GOWNING AND CLOSED GLOVING TECHNIQUE AS A SCRUB NURSE (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 Demonstrate Gowning and Closed Gloving Technique as a Scrub Nurse skill, signed by the Clinical Mentorship supervisor.
2. One video of the student (with their mentor) donning a sterile gown and performing closed gloving technique. The video should clearly show the student donned in appropriate surgical attire, putting on the surgical gown without contamination, and putting on of sterile gloves using closed gloving technique while maintaining asepsis throughout. The student should provide a narrative of the steps being performed during the video.

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

**Date:** \_\_\_\_\_

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

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

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

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

**CVTEA Skill:** Demonstrate proper operating room conduct and asepsis; Aseptically handle and pass instruments and supplies; Operate and maintain suction; Provide aseptic surgical assistance with care of exposed tissues.

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

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

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

### 13. ASEPTICALLY PASS INSTRUMENTS, OPERATE SUCTION AND ASSIST WITH TISSUE HANDLING AS A SCRUB NURSE (CONTINUED)<sup>††</sup>

#### Criteria (CONTINUED):

- Instrument Handling – Scalpel Blade and Handle
  - The student properly loaded the scalpel handle with the appropriate scalpel blade.
  - The student passed the instrument to the surgeon in a ready to use position. **(CRITICAL)**
  - The surgeon was able to use the instrument with minimal adjustment.
  - When the instrument was returned to the student, it was wiped clean of blood and replaced on the organized table.
  - The student maintained the sterility of the instrument when handling and passing. **(CRITICAL)**
- Instrument Handling – Needleholder
  - The student properly loaded the needleholder with the appropriate suture type. **(CRITICAL)**
  - The student passed the instrument to the surgeon in a ready to use position. **(CRITICAL)**
  - The surgeon was able to use the instrument with minimal adjustment.
  - When the instrument was returned to the student, it was wiped clean of blood and replaced on the organized table.
  - The student maintained the sterility of the instrument when handling and passing. **(CRITICAL)**
- Maintain and Operate Suction
  - The student appropriately removed the suction tip from the sterile packaging when it was exposed enough from the circulating nurse without contamination. **(CRITICAL)**
  - The student appropriately removed the suction tubing from the sterile packaging when it was exposed enough from the circulating nurse without contamination. **(CRITICAL)**
  - The student assembled the suction tip onto the suction tubing so that it was ready to use.
  - The student operated the suction tip/tubing smoothly while maintaining control and avoiding damage to the exposed tissues. **(CRITICAL)**
  - The student maintained the sterility of the suction tip and tubing when handling and in use. **(CRITICAL)**

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

**Criteria (CONTINUED):**

- Tissue Handling
  - The student verbally identified the appropriate instrument(s) to maintain hemostasis.
  - The student passed the instrument to the surgeon in ready to use position.
  - The surgeon was able to use the instrument with minimal adjustment.
  - The student soaked a gauze sponge in a sterile bowl filled with an isotonic solution. **(CRITICAL)**
  - The student blotted tissue appropriately with the moistened gauze. **(CRITICAL)**
  - The student properly handled exposed tissues without causing trauma. **(CRITICAL)** (
  - The student appropriately discarded the soiled gauze sponge while maintaining asepsis and instrument accountability, allowing for a gauze count back. **(CRITICAL)**
- The student provided live narration throughout the task.

13. ASEPTICALLY PASS INSTRUMENTS, OPERATE SUCTION AND ASSIST WITH TISSUE HANDLING AS A SCRUB NURSE (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 the Aseptically Pass Instruments and Assist with Tissue Handling as a Scrub Nurse skill signed by the Clinical Mentorship supervisor.
2. One video of the student (with their mentor) scrubbed in as a scrub nurse assisting in surgery. The student is performing the three instrument passing techniques, operating and maintaining a suction unit, and demonstrating proper handling of exposed tissue and organs during a surgical procedure. The student should provide a narrative of the steps being performed during the video.

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

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

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

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

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

## 14. REMOVAL OF SUTURES OR STAPLES†

**CVTEA Skill:** Suture removal.

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

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

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

14. REMOVAL OF SUTURES OR STAPLES (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 Removal of Sutures or Staples skill, signed by the Clinical Mentorship supervisor.
2. One video of the student (with their mentor) performing the suture or staple removal. The video should clearly show the incision and the removal of the sutures or staples by the student. The narration should clearly explain the process as the student performs it. The student should provide a narrative of the steps being performed during the video.

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

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

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

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

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

## 15. APPLY AN EMERGENCY SPLINT†

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

**CVTEA Skill:** Apply emergency splints and bandages.

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

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

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

15. APPLY AN EMERGENCY SPLINT (CONTINUED)†

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

**Live Narration Required:** Yes

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

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

**Materials Submitted for Evaluation and Verification:**

1. The Task Verification Form for Apply an Emergency Splint skill, signed by the Clinical Mentorship supervisor.
2. One video showing the student (with their mentor) applying each layer of the bandage and checking for tightness. The video should clearly show the patient restrained by an assistant, the student applying stirrups, applying the cast padding and cling gauze layers, applying the appropriately sized splint, wrapping the protective layer, and checking the toes following completion of the bandage. The student should provide a narrative of the steps being performed during the video.

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

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

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

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

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