



Program of Study (POS): Veterinary Assistant

Classification of Instructional Program (CIP): 01.8301

Topic	Information	Resources
Classroom tests	Quizzes intermittently; tests at the end of every unit	Study guides; classroom review Quizlet
Midterm and/or final exams	NOCTI end-of-program assessment for grade 12 students who are eligible completers A cumulative Midterm and cumulative final will be required.	www.nocti.org
Industry certification Tests and Costs	OSHA 10 hour Safety Certification (Healthcare) Red Cross Pet First Aid Fear Free Certification Recover CPR ACT Veterinary Foundations ACT Kennel Assistant ACT Veterinary Receptionist ACT Veterinary Assistant 1 ACT Veterinary Assistant 2	www.careersafe.com - \$30 https://www.redcross.org/take-a-class/classes/cat-and-dog-first-aid-online/a6R0V0000015EUf.html - \$25 www.fearfreepets.com - Free as student https://recoverinitiative.org/product/recover-cpr-for-pets/
Number of books	<i>Elsevier's Veterinary Assisting Textbook</i> , 3 rd ed. By: Margi Sirois (Primary) <i>Elsevier's Veterinary Assisting Workbook</i> , 3 rd ed. By: Margi Sirois <i>Elsevier's Veterinary Assistant Exam Review</i> , By: Margi Sirois (Secondary) <i>Introduction to Animal and Veterinary Anatomy and Physiology 4th edition</i> By: Victoria Aspinall and Melanie Capello	
Direct instruction (%)	70% Theory	
Cooperative education	Available to students who qualify, typically individuals in their third year and in grade 12	Stacey Caudill, Work-based Learning Coordinator: 412.469.3200, x2542
Homework	Periodically for all students or differentiated for remediation and enrichment purposes	
Task list	Program of study task list for CIP 01.8301	www.education.pa.gov (search CIP POS task list)
Prerequisites	Please review the Foundational and Pre-requisite Skills for Veterinary Assisting Document	

Reading levels	Grade 10- Please review the Foundational and Pre-requisite Skills for Veterinary Assisting Document	
Math levels	Grade 10- Please review the Foundational and Pre-requisite Skills for Veterinary Assisting Document	
Program requirements and related costs (required and optional)	<p>Required uniform ≈ \$200- 250 (depending on student choice of stethoscope)</p> <ul style="list-style-type: none"> • Scrub Top (3) • Scrub Pants (3) • Closed-toe, <u>non-skid/skid resistant</u> shoes • Stethoscope • Watch (ability to show seconds) 	www.steelcentertech.com Veterinary Assistant homepage
Dual enrollment	None at this time, though may be available through the sending high schools	Mr. Shannon Hinkle, School Counselor: 412.469.3200, x2517
Articulation agreements	Penn West Veterinary Technology Program	Mr. S. Hinkle, Counselor: 412.469.3200, x2517
Essential aptitudes and skills	Please review the Foundational and Pre-requisite Skills for Veterinary Assisting Document	
Work environment	<p>Mentally and physically demanding: Students are learning heavy science topics, studying and analyzing Veterinary articles and focusing on topics of Anatomy and Physiology, Laboratory work, Pathophysiology, Animal Behavior and Husbandry. The environment is cognitively demanding.</p> <p>Some chemicals are used, as well as sharp tools.</p>	Veterinary Assistant rules, as outlined in the program syllabus: www.steelcentertech.com

* More detailed information may be provided upon acceptance to this program.

Foundational/Pre-requisite Skills required for Student Success in the Veterinary Field

The Veterinary field is both a physically demanding environment requiring movement and restraint of heavy animals as well as an intellectually challenging environment requiring math, science, communication, and many other necessary skills. The skills listed below are essential requirements that students must be capable of performing in order to maintain personal and animal safety. These functions are required in order for students to fulfill the requirements of the National Association of Veterinary Technicians in America (NAVTA), who serves as the approval organization for our students to become Approved Veterinary Assistants and earn their credentials of AVA.

Every student admitted to the Veterinary Assistant Program will be held to the same standards with or without accommodation(s).

Students must be able to satisfy, with or without the use of appropriate aids, the following technical standards:

I. Observation Skills/Sensory Abilities:

A student must be able to observe an animal patient from a distance and in close proximity to acquire skills and gather data. Students must possess functional use of the senses that permit such observation.

Students must possess sufficient sensory, visual, hearing and tactile skills to independently and safely perform clinical skills. Such skills include but may not be limited to:

Tactile: (i.e. possess tactile ability sufficient for physical assessment and to perform nursing duties in a timely manner)

- Feel vibrations (i.e. palpate pulses)
- Feel differences in shapes and size (i.e. palpate bladders)
- Administer oral, ocular and aural medications.
- Detect temperature (on patient)
- Feel differences in surface characteristics.

Visual: (i.e. patient observation including data collection, patient assessment, recognition of nonverbal behaviors, read instructions, make entries on medical record, safely utilize equipment)

- See objects up close
- See objects up to 20 feet away
- Ability to detect subtle movements of limbs in animals
- Use depth perception (size, shape and texture), including differentiation of details as viewed through a microscope), detection of swelling on a smooth-haired dog, presence of a skin reaction during skin testing for allergies.
- Use peripheral vision
- Distinguish color and color intensity

Hearing: (i.e. assess patient status, communicate findings, use equipment)

- Hearing normal speaking level sounds
- Hear faint vocalizations
- Hear faint body sounds
- Hear auditory alarms (on monitoring equipment); must be sufficient to monitor and assess health status, including auscultation of heart and lungs and hear equipment alarms and warning sounds from animals and humans of impending danger or injury.

Smell: (i.e. detect patient abnormalities, detect equipment malfunction)

- Detect odors from patient
- Detect gases or noxious smells

In addition, the student must be able to have sustained contact with multiple species of animals and the environments in which they are housed and treated. During such contact, the individual must be able to carry out routine medical care for such animals. An individual should not be allergic to domestic animals to the extent that would prohibit working in a facility that has them.

II. **Communication**

Students must be able to speak and write, in English, with accuracy, efficiency, sensitivity and clarity. They must be able to accurately communicate findings orally and to record these findings in the medical record.

Communication skills must be sufficient to allow:

- Teaching clients about health care issues
- Explain procedures to clients
- Give oral reports and instructions
- Communicate effectively and accurately with colleagues
- Speak on the telephone
- Direct the activities of others
- Convey information through writing (i.e. medical record/progress reports, regulatory logs)

III. **Psychomotor Skills and Mobility:**

Students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within the program and that are required of veterinary technicians in the workplace. Some of these skills are outlined below:

Gross Motor Skills:

- Move within confined spaces (i.e. retrieve animal patients)
- Operate on uneven surfaces that are both elevated and on the floor level
- Sit or stand and maintain balance for at least one hour (i.e. work with animal patients)
- Reach above and below shoulders
- Stoop and squat (i.e. animal restraint)

Fine Motor Skills:

- Pick up objects with hands
- Grasp small objects with hands
- Be able to manipulate objects with fingers (i.e. dials, IV lines, syringes, catheters, common surgical instruments....)

Physical Endurance and Strength:

- Push/Pull/Lift 25 pounds (up to 50 lbs. with assistance) (i.e. animal restraint, placing an animal on an exam table)
- Use upper body strength (i.e. animal restraint, CPR)
- Administer oral medications to a large animal patient with the use of a balling gun or dose syringe
- Stand on their feet for periods in excess of one hour
- Ambulate on uneven surfaces

Mobility/Flexibility:

- Be able to twist, bend, reach and squat; capable of handling, positioning and restraining live animals of small and large species
- Move quickly toward or away from an object; movement from danger while handling animals in confined spaces
- Walk and run

IV. **Professional and Social Attributes:**

Students must possess sufficient interpersonal skills to develop rapport and positive working relationships with a wide variety of clients, instructors, and colleagues. Individuals must be able to safely, patiently, compassionately and effectively interact with animal patients. Students must be able to complete required tasks/functions under stressful conditions; the student must be able to learn to respond with precise, quick and appropriate actions in emergency situations and be able to learn to perform under stress when confronted with emergency, critical or unusual situations in which working speed and sustained attention are critical.

Students must be able to tolerate physically and mentally taxing workloads, function effectively under stress, adapt to changing environments, display flexibility and function in the face of uncertainties in the clinical setting.

When confronted with interpersonal conflict, the student should have enough self-reflective ability to acknowledge, evaluate and respond appropriately to resolve the conflict. Students must demonstrate socially appropriate behavior; maintain cleanliness and personal grooming consistent with close human and animal contact.

Some skills that are required to achieve the aforementioned functions:

Interpersonal Skills:

- Negotiate interpersonal conflict effectively, appropriately and professionally
- Respect differences in client and colleagues
- Establish a positive rapport with clients, colleagues and patient
- Exercise good judgement in interacting with colleagues and patients

Emotional Stability:

- Adapt to changing environments/status/stress
- Deal with the unexpected (client, colleague and patient)
- Maintain focus on the task at hand
- Monitor own emotions while maintaining ability to function safely and effectively in a clinical setting (with respect to animals and people)
- Multitask
- Handle strong emotions
- Demonstrate compassion and patience with ALL animal patients
- Effectively and safely deal with uncooperative, aggressive and dangerous animal patients

Professionalism and Ethics:

- Practice in a compassionate and ethical manner
- Adhere to professional/legal ethical standards of the veterinary profession
- Demonstrate accountability for one's own practice
- Act as an advocate for our animal patients

V. **Intellectual and Cognitive Abilities:**

Students must maintain (academic) good standing in the program; this includes the following:

- Maintain a grade of higher than a 75%

Students must be able to measure, calculate, reason, analyze, integrate, remember and apply information. They must be able to demonstrate creative problem solving ability and effectively apply clinical reasoning. Students must be able to progress toward minimal supervision as they advance through the program. The following skills are considered essential functions:

- Reading (read and understand written documents), at least at a 10-grade reading level, with critical thinking and critical reading skills
- Ability to write clearly and accurately in English at a 10th grade reading level
- Arithmetic competence (computation, graphical interpretation, calibration, measurement, conversion)
- Capability to think analytically (problem solve, analyze, evaluate, and weigh outcomes, anticipate outcomes, identify cause/effect relationships, planning, apply clinical information, make clinically appropriate decisions, evaluate information and interpret findings). Examples include triage in an emergency situation, and administering medications on time and in an efficient manner
- Willingness to assist with and perform a wide variety of routine medical, surgical, and diagnostic procedures; handling injured animals

Accommodations will be provided in conjunction with the learning support teacher based on what Steel Center may offer. Students that require accommodations must be able to meet all requirements above using their accommodations in order to work safely in the program and meet expectations for academic and professional success.