

# STRANDS AND STANDARDS

## VETERINARY ASSISTANT 1



### Course Description

This course provides the opportunity for students to explore different avenues of the veterinary profession. Students will be exposed to veterinary science and principles which include anatomy, physiology, chemistry, animal health and disease, dentistry, and laboratory procedures. Students will provide hands-on care as they develop skills in the areas of surgical assisting, bandaging, wound care, oral care, and general nursing care.

<b>Intended Grade Level</b>	11-12
Units of Credit	1.0
Core Code	30.02.00.00.090
Concurrent Enrollment Core Code	N/A
Prerequisite	Biology
Skill Certification Test Number	124
Test Weight	1.0
<b>License Area of Concentration</b>	CTE and/or Secondary Education 6-12
<b>Required Endorsement(s)</b>	
Endorsement 1	Agriculture (CTE/General)
Endorsement 2	Animal Science & Technology
Endorsement 3	

## STRAND 1

**Student will participate in personal and leadership development activities through the FFA.**

### Standard 1

Student will use communication skills to effectively communicate with others.

- Understand when it is appropriate to listen and to speak.
- Understand and follow verbal and written instructions for classroom and laboratory activities.
- Will practice communication skills through public speaking using one or more of the following activities: memorized speech, prepared speech, extemporaneous speech, parliamentary practice, group presentation, or serving in a leadership capacity.

### Standard 2

Student will effectively use teamwork to respectfully work with others.

- Identify and understand different roles in working with a team.
- Lead a group discussion or serve in a leadership capacity.

### Standard 3

Student will use critical thinking and problem-solving skills

- Analyze the cause of the problem.
- Develop a solution to address the problem.
- Implement the plan.
- Evaluate the effectiveness of the plan.

### Standard 4

Student will be dependable, reliable, steady, trustworthy, and consistent in performance and behavior.

- Set and meet goals on attendance and punctuality.
- Prioritize, plan, and manage work to complete assignments and projects on time.

### Standard 5

Student will be accountable for results.

- Use an achievement chart for activities and behaviors in class that encourages a personal evaluation of classroom performance.
- Use reflection to describe what was learned, what went well, what could have been improved, and what are the implications to the learning process.
- Track and communicate progress toward completion of assignments and projects.

### Standard 6

Be familiar with the legal requirements and expectations of the course.

- Be familiar with the course disclosure statement and all requirements for successful completion of the course.
- Demonstrate workplace ethics, e.g. fair, honest, disciplined.

## STRAND 2

**Student will participate in work-based learning activities through the Supervised Agricultural Experience (SAE) Program.**

### Standard 1

Student will demonstrate employability skills.

- Use a career search network to find career choices.
- Identify appropriate CTE Pathway for selected career choice.
- Prepare for entry into the work force by completing one of the following: list of required skills needed for a career choice, a resume including a list of demonstrated skills, a cover letter or letter of application, a job application, or participate in an actual or simulated job interview.

### Standard 2

Student will participate in a work-based learning experience outside the classroom

- Student will plan and implement a Supervised Agricultural Experience Program:
- Foundational SAE: Career exploration and planning, employability skills for college and career readiness, personal financial management and planning, workplace safety, and agricultural literacy.
- Immersion SAE: Ownership/entrepreneurship, placement/internship, research, school-based enterprise, and/or service-learning experiences.

### Standard 3

Student will develop a job portfolio specific to their selected SAE/WBL experience.

- Student will keep a personal record/journal/log of their SAE/WBL experience; including pictures, financial records or log of their hours, skills learned, goals, reflection, etc.

## STRAND 3

**Students will demonstrate an understanding of medical terminology, to be able to appropriately read and discuss medical information.**

### Standard 1

Students will be able to identify prefixes, suffixes, and root words, to be able to define medical terms.

### Standard 2

Students will be able to interpret and extract information from realistic medical documents.

### Standard 3

Students will interpret and apply medical abbreviations and symbols.

## STRAND 4

**Students will demonstrate an understanding of animal anatomy and physiology.**

### Standard 1

Students will be able to define medical terms related to each body system and directional anatomy.

**Standard 2**

Students will dissect preserved cats, or other appropriate animals, to gain an understanding of animal anatomy and physiology.

**Standard 3**

Students will be able to correctly identify superficial muscles that are involved in the movement of an animal.

**Standard 4**

Students will learn the bones in the body and be able to identify them on skeletal models.

**Standard 5**

Students will be able to identify various body parts and organs.

**Standard 6**

Students will be able to compare the anatomy of different species of animals, to include small animals, large animals, laboratory animals, and exotic animals.

**Standard 7**

Students will be able to describe the basic physiology involved in the functioning of each body system.

**STRAND 5**

**Students will explore concepts in health management and disease.**

**Standard 1**

Students will know the common vaccines, how to administer the vaccines, and when to give them.

**Standard 2**

Students will identify and describe common animal diseases and how they are transmitted.

**Standard 3**

Students will understand the purposes of basic treatments for common animal diseases.

**Standard 4**

Students will know the common zoonotic diseases and the precautions needed to prevent these diseases.

**STRAND 6**

**Students will explore concepts in animal behavior and proper animal handling and restraint.**

**Standard 1**

Students will explore concepts in animal behavior and proper animal handling and restraint.

**Standard 2**

Students will understand the principles of restraint/handling techniques and be able to demonstrate safe restraint/handling practices on small, exotic, and large animals.

**STRAND 7**

**Students will express an understanding of the fundamental principles of veterinary medicine and be able to demonstrate proficiency in each area.**

**Standard 1**

Students will be able to correctly perform breed identification.

**Standard 2**

Students will be able to accurately take a preliminary history from a client and perform a basic physical examination, to include vital signs and other necessary assessments.

**Standard 3**

Students will know the basic nutritional requirements for each species of animal.

**Standard 4**

Students will be able to accurately assess wounds and provide appropriate wound care and management.

**Standard 5**

Students will know the materials needed and how to apply common splints, casts, and bandages on animals.

**STRAND 8**

**Students will develop a basic understanding of medication administration.**

**Standard 1**

Students will be able to name common medications used in veterinary practice.

**Standard 2**

Students will be able to demonstrate appropriate administration of oral, topical, and injectable medications.

**Standard 3**

Students will be able to demonstrate how to correctly determine appropriate medication dosages.

**Standard 4**

Students will be able to recognize adverse effects of medications.

**Standard 5**

Students will be able to recognize adverse effects of medications.

## STRAND 9

**Students will demonstrate proficiency in the office procedures related to veterinary practice.**

### Standard 1

Students will correctly demonstrate infection control practices, such as hand washing, gowning, gloving, and masking.

### Standard 2

Students will always follow OSHA Standards/safe practices to avoid injury to themselves or others including the handling and disposal of biohazardous waste and sharps.

### Standard 3

Students will appropriately demonstrate communication skills and client education.

### Standard 4

Students will demonstrate the ability to accurately complete and file health certificates and medical forms. (e.g. SOAP Subjective, Objective, Assessment, Plan)

## STRAND 10

**Students will study and demonstrate the ability to perform surgical procedures while maintaining sterile technique.**

### Standard 1

Students will verbalize understanding of surgical and aseptic principles.

### Standard 2

Students will be able to accurately identify surgical instruments.

### Standard 3

Type Standard Here Students will correctly demonstrate preparation for surgical procedures, to include preparing and sterilizing equipment and preparing the patient for surgery. Students will demonstrate an understanding of how to maintain a sterile zone during surgery.

### Standard 4

Students will demonstrate the ability to assist with common surgical procedures.

### Standard 5

Students will be able to perform basic suture patterns.

## STRAND 11

**Students will study and demonstrate an ability to perform laboratory procedures.**

### Standard 1

Students will demonstrate an understanding of concepts and the ability to perform skills related to microbiology and mycology.

### Standard 2

Students will demonstrate an understanding of concepts and the ability to perform skills related to hematology.

### Standard 3

Students will demonstrate an understanding of concepts and the ability to perform skills related to parasitology.

### Standard 4

Students will demonstrate an understanding of concepts and the ability to perform skills related to urinalyses and other animal laboratory tests.

## STRAND 12

**Students will demonstrate an ability to identify, treat and manage exotic and laboratory animals.**

### Standard 1

Students will correctly identify exotic and laboratory animals.

### Standard 2

Students will be able to identify the care required by various exotic and laboratory animals.

### Standard 3

Students will know the husbandry requirements for common exotic and laboratory animals.

### Standard 4

Students will be able to identify common problems seen in the exotic and laboratory species.

## Performance Skills

- Attend an FFA meeting.
- The student will participate in a Supervised Agricultural Experience (SAE) Program.
- The student will be able to interpret and extract information from realistic medical documents.
- The student will interpret and apply medical abbreviations and symbols.
- The student will dissect preserved cats, or other appropriate animals.
- The student will demonstrate appropriate administration of subcutaneous vaccines.
- The student will demonstrate animal restraint/handling techniques on small, exotic, and large animals.

- The student will demonstrate the ability to apply common bandages and splints.
- The student will be able to demonstrate appropriate administration of oral, topical, and injectable medications.
- The student will demonstrate appropriate use and disposal of needles and other sharps.
- The student will appropriately demonstrate the ability to communicate with and educate clients.
- The student will demonstrate aseptic techniques.
- The student will demonstrate the ability to perform skills related to laboratory tests including urinalyses, microbiology, mycology, hematology, and parasitology.

**Standards Brief** – The following will assist in focusing instruction in regards to Core Diseases, Equipment and Materials, Parasites, and Breeds/Species.

Canine Core Diseases: Distemper, Parvovirus, Adenovirus -2 (Hepatitis), Rabies  
Feline Core Diseases: Herpesvirus 1 (Rhinotracheitis), Calicivirus, Panleukopenia (Distemper), Rabies  
Equine Core Diseases: Tetanus, Eastern/Western Equine Encephalomyelitis, West Nile, Rabies  
Bovine Core Diseases: Clostridial diseases (Clostridium chauvoei—Blackleg; Clostridium septicum—Malignant edema; Clostridium perfringens—Enterotoxemia; Clostridium sordellii—Sudden death; Clostridium novyi—Sudden death; Clostridium haemolyticum—Redwater), IBR (infectious bovine rhino-tracheitis), BYD (bovine virus diarrhea), PI-3 (parainfluenza-3), BRSV (bovine respiratory syncytial virus)  
Ovine/Caprine Core Diseases: Clostridium perfringens C and D toxoid, Tetanus  
Porcine Core Diseases: Erysipelas (Diamond Skin Disease), Leptospirosis, Parvovirus  
Camelid Core Diseases: Clostridium perfringens type C, D, C. tetani  
Ferret Core Diseases: Rabies, Distemper

The National FFA Career Development Event Handbook will be used as a reference for this course specifically in regards to Equipment and Materials identification, Parasite identification, and Breeds/Species identification.

### Skill Certification Test Points by Strand

Test Name	Test #	Number of Test Points by Strand												Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10	11	12		