

**Program Information & Skill Alignment Chart for:**  
**Veterinary Assistant – CIP Code 51.0808**  
**Willow Street Campus**

***Form to be submitted to IU 13 with PIF***

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| <b>Program Description</b>                                   | <ul style="list-style-type: none"> <li>• Experience the reward of caring for animals in a clinical setting.</li> <li>• Practice customer service and professional ethics when interacting with patients, clients and coworkers.</li> <li>• Actively participate in live surgical clinics as part of a professional veterinary team.</li> </ul>  |  |
| <b>Program Information (costs, certification s, uniform)</b> | <p><u>Textbooks-</u> (Provided to Students):</p> <ul style="list-style-type: none"> <li>• Elsevier's Veterinary Assisting Textbook (college reading level grade 16)</li> <li>• Elsevier's Veterinary Assistant Workbook</li> <li>• Veterinary Assistant Handbook</li> <li>• Veterinary Assistant Task Book</li> </ul> <p><u>Uniforms-</u> <b>\$150.00</b> approx.</p> <ul style="list-style-type: none"> <li>• 2-3 pairs scrub pants (required)</li> <li>• 2-3 scrub tops (required)</li> <li>• 90% Black Shoes (required)</li> <li>• Scrub Jacket (optional)</li> <li>• CTC Sweatshirt (optional)</li> <li>• CTC Track Jacket (optional)</li> <li>• CTC Winter Jacket (optional)</li> </ul> <p><u>Program Opportunities/Certifications</u></p> <ul style="list-style-type: none"> <li>• Participate in live surgical clinics</li> <li>• Participate in basic grooming of client dogs</li> <li>• OSHA 10 Hour Health Certification</li> <li>• NAVTA's Approved Veterinary Assistant Exam for certification</li> <li>• Various online educational certificates (Purina, IDEXX, FearFree, ACT)</li> </ul> |  |
| <b>Program Outline &amp; Pathways</b>                        | <p><u>State Program of Study Task Outline</u></p> <ul style="list-style-type: none"> <li>• Orientation &amp; Safety</li> <li>• Office &amp; Hospital Procedures</li> <li>• Communications &amp; Client Relations</li> <li>• Pharmacy &amp; Pharmacology</li> <li>• Examination Room Procedures</li> <li>• Small Animal Nursing</li> <li>• Surgical Preparation &amp; Assisting</li> <li>• Laboratory Procedures</li> <li>• Radiology &amp; Ultrasound Imaging</li> </ul>  | <p><u>Pathways with no additional schooling:</u></p> <ul style="list-style-type: none"> <li>• Animal Caretaker</li> <li>• Groomers Assistant</li> <li>• Kennel Assistant</li> <li>• Veterinary Assistant</li> <li>• Veterinary Receptionist</li> </ul> <p><u>Pathways with additional schooling/training:</u></p> <ul style="list-style-type: none"> <li>• Animal Intake Officer</li> <li>• Animal Trainer</li> <li>• Groomer</li> <li>• Veterinary Hospital Manager</li> <li>• Veterinary Technician (AAS)</li> <li>• Veterinary Technologist (BS)</li> </ul> |
| <b>Other Information</b>                                     | <ul style="list-style-type: none"> <li>• Student to teacher ratio is 25:1</li> <li>• Articulation agreement with LCCTC Post-Secondary Veterinary Technician Program</li> </ul>  |  |

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

***Skill Alignment Chart for:  
Veterinary Assistant – CIP Code: 51.0808***

| Educational and Physical Attributes  | Program Expectations  | Present Education Level and Current Supports |
|--|---|--|
| <b>Program Safety / Physical Considerations</b>  | <ul style="list-style-type: none"> <li>• Emotional &amp; mental stability (ability to remain calm when encountering stressful situations)</li> <li>• Empathy to understand the pains and suffering of others</li> <li>• Good personal hygiene (hair pulled back and of a natural shade, nails short, clean and free of polish, no facial piercings of any kind, 2 post only earrings/ear, no necklaces or bracelets, low profile rings only)</li> <li>• Lift heavy objects/animals</li> <li>• Ability to manage incidents involving bodily fluids, surgeries, injections, and traumatic situations</li> <li>• Prolonged standing, stooping, and bending</li> <li>• No allergies to animals</li> </ul> |  |
| Action/Need:   |   |  |
| <b>Program Environment</b><br>Indoor/outdoor<br>Dust/dirt/fume/noise etc.<br>Layout of room – theory/lab | <ul style="list-style-type: none"> <li>• Indoors majority of the day</li> <li>• Outdoors for pottying/walking patients as needed, yard clean-up, and trash disposal</li> <li>• Animal fur and dander</li> <li>• Animal waste smells</li> <li>• Theory room: group seating, tight space with dogs in and out of classroom at all times</li> <li>• Lab area: tables for work, grooming tables and equipment, surgical equipment, crowded and working in close proximity to others, patients on leashes at all times</li> </ul>  |  |
| Action/Need:   |   |  |
| <b>Typical level of support</b>  | At CTC, we have itinerant IU13 support teachers and paraeducators. In the itinerant model, the support teachers have multiple programs and provide check-ins during the day. The itinerant  |  |

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|   | <p>model does not include co-taught classes where teachers are in classes for extended periods of time. IU13 paraeducators also support several teachers, spreading out their day between multiple programs.</p> <p>The learning center is available at scheduled times for testing accommodations, study/instructional groups, and work completion support. Since time there takes away from lab time, students are encouraged to use it strategically.</p>  |   |
| Action/Need:  |   |   |
| <b>Reading / ELA levels:</b><br>Keystone Literature Assessment Anchors    | <ul style="list-style-type: none"> <li>• Textbook: college reading level grade 16</li> <li>• Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text</li> <li>• Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</li> <li>• Make inferences and/or draw conclusions based on analysis of a text.</li> <li>• Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</li> <li>• Identify, analyze, and evaluate the structure and format of complex informational texts</li> <li>• Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</li> <li>• Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.</li> <li>• Identify, explain, and/or interpret bias and propaganda techniques in nonfiction text.</li> </ul> | <p>Keystone test results should be considered when applying for this program.</p> <p>Test results for most recent PA Keystone Literature Assessment: (please circle results)</p> <p>Below Basic<br/>Basic<br/>Proficient<br/>Advanced</p> |
| Action/Need:  |   |   |
| <b>Writing Levels:</b><br>Keystone English Composition Assessment Anchors | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the purpose with relevant information, content, and details.</li> <li>• Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).</li> </ul>   |   |

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|   | <ul style="list-style-type: none"> <li>• Write with control of grammar, mechanics, spelling, usage, and sentence formation.</li> <li>• Spell all words correctly.</li> <li>• Use capital letters correctly.</li> <li>• Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</li> <li>• Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</li> <li>• Demonstrate correct sentence formation.</li> </ul> |  |
| Action/ Need:   |  |  |
| <p><b>Math Examples:</b><br/>Dilution ratios for specific size containers:<br/>A puppy has parvovirus. You need to use diluted bleach to disinfect the area. The bucket you are using holds 68oz. The dilution for bleach is 1:32, calculate the amount of bleach you will put in your bucket.</p> <p>Pharmacology, dosage calculations:<br/>The doctor asks you to fill a prescription for an analgesic drug for a dog that is in pain, dispensing sufficient tablets for 5 days of BID (twice per day) treatment. The dog weighs 55 lbs. The recommended dose is 0.08mg/kg. The tablets are available in 1 mg, 5 mg, and 10 mg sizes.</p> <p>How many tablets are required for a single dose?</p> <p>How many tablets would you dispense for the 5-day treatment? _____</p> <p>If the dosage would specify to give the medication q6h, (every six hours) how many</p> | <ul style="list-style-type: none"> <li>• Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.</li> <li>• Use estimation to solve problems.</li> <li>• Simplify/reduce a rational algebraic expression.</li> <li>• Write, solve, and/or apply a linear equation (including problem situations).</li> <li>• Use and/or identify an algebraic property to justify any step in an equation-solving process.<br/>Note: Linear equations only</li> </ul>                                | <p>Keystone test results should be considered when applying for this program.</p> <p>Test results for most recent PA Keystone Algebra Assessment: (please circle results)</p> <p>Below Basic<br/>Basic<br/>Proficient<br/>Advanced</p> |

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| tablets are required for one day of treatment? _____          |  |  |
| Action/ Need:   |  |  |
| <b>Science Levels:</b><br>Keystone Biology Assessment Anchors | <ul style="list-style-type: none"> <li>Describe and interpret relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular organisms).</li> <li>Explain how organisms maintain homeostasis (e.g., thermoregulation, water regulation, oxygen regulation).</li> <li>Explain how genetic engineering has impacted the fields of medicine, forensics, and agriculture (e.g., selective breeding, gene splicing, cloning, genetically modified organisms, gene therapy).</li> </ul> | Keystone test results should be considered when applying for this program.<br><br>Test results for most recent PA Keystone Biology Assessment: (please circle results)<br><br>Below Basic<br>Basic<br>Proficient<br>Advanced |
| Action/Need:  |  |  |
| <b>Theory time</b>  | <ul style="list-style-type: none"> <li>Approximately 3 hours a day</li> </ul>  |  |
| Action/Need:  |  |  |
| <b>Homework</b><br><i>Amount per night</i>                    | <ul style="list-style-type: none"> <li>Approximately 1.5 hours per night</li> </ul>  |  |

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| Action/Need:  |  |  |
| <b>Lab Time</b><br><i>Guided vs Independent Work</i>  | <ul style="list-style-type: none"> <li>• Approximately 3 hours a day</li> <li>• Group Instruction of skills by the teacher will begin all lab sessions</li> <li>• Time will be given to work independently, with peers on skill practice, and one-on-one testing with instructor</li> </ul>  |  |
| Action/Need:  |  |  |
| <b>Tests</b><br><i>NOCTI testing – Y/N</i><br><i>Frequency of tests/quizzes</i>             | <ul style="list-style-type: none"> <li>• NOCTI</li> <li>• Most classroom quizzes and tests are not timed and allowances are made for all IEP accommodations</li> <li>• Quizzes given weekly for body systems and categorized content</li> <li>• Lab quiz weekly</li> <li>• Unit Exam approximately every 2-3 weeks</li> <li>• NAVTA/AVA Exam (optional, timed and no accommodations made for any students, this is a nationally recognized exam and not part of the CTC requirements)</li> </ul> |  |
| Action/Need:  |  |  |
| <b>Behavioral Expectations</b><br><i>Executive Function</i><br><i>Organizational skills</i> | <ul style="list-style-type: none"> <li>• All students are expected to act in a professional manner at all times</li> <li>• Medical related fields require employees to follow a high standard of ethics</li> <li>• Strong organizational skills</li> <li>• Strong time management</li> <li>• Strong work ethic</li> <li>• Positive attitude</li> </ul>   |  |

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|  | <ul style="list-style-type: none"> <li>• Must work well with others</li> <li>• Excellent attendance required for success</li> <li>• Dedication to comprehension and studying of material</li> </ul> |  |
| Action/Need:   |   |  |
| <b>Other</b><br><i>Technology skills specific to the program</i> | <ul style="list-style-type: none"> <li>• Use of school issued laptop</li> <li>• Navigation of Canvas learning management platform</li> <li>• Web navigation</li> <li>• Email management</li> </ul>  |  |
| Action/Need:   |   |  |

District Representative Signature \_\_\_\_\_ Date \_\_\_\_\_