

Program Information & Skill Alignment Chart for:

Veterinary Assistant – CIP Code 51.0808

Willow Street Campus

Form to be submitted to IU 13 with PIF

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

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
Program Safety / Physical Considerations	<ul style="list-style-type: none"> • Emotional & mental stability (ability to remain calm when encountering stressful situations) • Empathy to understand the pains and suffering of others • 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) • Lift heavy objects/animals • Ability to manage incidents involving bodily fluids, surgeries, injections, and traumatic situations • Prolonged standing, stooping, and bending • No allergies to animals 	
Action/Need:		
Program Environment Indoor/outdoor Dust/dirt/fume/noise etc. Layout of room – theory/lab	<ul style="list-style-type: none"> • Indoors majority of the day • Outdoors for pottying/walking patients as needed, yard clean-up, and trash disposal • Animal fur and dander • Animal waste smells • Theory room: group seating, tight space with dogs in and out of classroom at all times • 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 	
Action/Need:		
Typical level of support	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	

	<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>	
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Action/Need:

<p>Reading / ELA levels: Keystone Literature Assessment Anchors</p>	<ul style="list-style-type: none"> Textbook: college reading level grade 16 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 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Make inferences and/or draw conclusions based on analysis of a text. Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. Identify, analyze, and evaluate the structure and format of complex informational texts Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. Identify, explain, and/or interpret bias and propaganda techniques in nonfiction text. 	<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 Basic Proficient Advanced</p>
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Action/Need:

<p>Writing Levels: Keystone English Composition Assessment Anchors</p>	<ul style="list-style-type: none"> Demonstrate an understanding of the purpose with relevant information, content, and details. Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). 	
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	<ul style="list-style-type: none"> • Write with control of grammar, mechanics, spelling, usage, and sentence formation. • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes). • Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax). • Demonstrate correct sentence formation. 	
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Action/ Need:

<p>Math Examples:</p> <p>Dilution ratios for specific size containers:</p> <p>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:</p> <p>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"> • Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials. • Use estimation to solve problems. • Simplify/reduce a rational algebraic expression. • Write, solve, and/or apply a linear equation (including problem situations). • Use and/or identify an algebraic property to justify any step in an equation-solving process. <p>Note: Linear equations only</p>	<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 Basic Proficient Advanced</p>
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tablets are required for one day of treatment? _____		
Action/ Need:		
Science Levels: Keystone Biology Assessment Anchors	<ul style="list-style-type: none"> 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). Explain how organisms maintain homeostasis (e.g., thermoregulation, water regulation, oxygen regulation). 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). 	<p>Keystone test results should be considered when applying for this program.</p> <p>Test results for most recent PA Keystone Biology Assessment: (please circle results)</p> <p>Below Basic Basic Proficient Advanced</p>
Action/Need:		
Theory time	<ul style="list-style-type: none"> Approximately 3 hours a day 	
Action/Need:		
Homework <i>Amount per night</i>	<ul style="list-style-type: none"> Approximately 1.5 hours per night 	

Action/Need:		
Lab Time <i>Guided vs Independent Work</i>	<ul style="list-style-type: none"> • Approximately 3 hours a day • Group Instruction of skills by the teacher will begin all lab sessions • Time will be given to work independently, with peers on skill practice, and one-on-one testing with instructor 	
Action/Need:		
Tests <i>NOCTI testing – Y/N</i> <i>Frequency of tests/quizzes</i>	<ul style="list-style-type: none"> • NOCTI • Most classroom quizzes and tests are not timed and allowances are made for all IEP accommodations • Quizzes given weekly for body systems and categorized content • Lab quiz weekly • Unit Exam approximately every 2-3 weeks • 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) 	
Action/Need:		
Behavioral Expectations <i>Executive Function</i> <i>Organizational skills</i>	<ul style="list-style-type: none"> • All students are expected to act in a professional manner at all times • Medical related fields require employees to follow a high standard of ethics • Strong organizational skills • Strong time management • Strong work ethic • Positive attitude 	

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

District Representative Signature _____ *Date* _____