



Curriculum Development Team Training

Instructional Scenario

Spaghetti Sauce

Duty/Concept Area(s): Demonstrating Professional Conduct in the Animal Care Field

Scenario:

Bonnie is a senior student studying veterinary science in a high school program and has started working as a part-time receptionist at Paw Prints Veterinary Hospital. Bonnie is very excited to go to work at this new place of employment and has received proper training for the position.

One Friday, at 5:45 p.m., the phone rings. Bonnie answers on the first ring with “Thank you for calling Paw Prints Veterinary Hospital. Bonnie speaking. How may I help you?”

The caller exclaims, “My dog Abby’s stool has moving spaghetti in it!”

Bonnie answers, “I am so sorry to hear that, but don’t worry. Spaghetti in a dog’s stool is only adult roundworms and Abby will be fine. Would you like to come in and purchase a dewormer for Abby? We can have it ready for you tomorrow morning.”

The caller is relieved and states that he will come to the veterinary hospital to pick up the dewormer the next day. Abby politely wishes the caller farewell, and the call is completed.

Big Question:

Did Bonnie’s performance during this interaction with the caller meet all her employer’s expectations?

Focused Questions:

- Does Bonnie have the correct qualifications to handle the call the way she did?
- Could there be any legal or ethical consequences to Bonnie’s statements during the call?
- If you had been Bonnie, how would you have handled the call?
- What might happen when the caller comes in the next morning to pick up the dewormer?

Project-Based Assessment:

- In teams of two students; put yourself in Bonnie’s and the caller’s positions. Research the qualifications and correct execution of duties of a veterinary hospital receptionist. Write a screenplay on how you would have handled this call correctly. After completing the screenplay, role-play the scenario for your classmates and teacher.



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- After completing the roleplay, allow your cohorts and teacher to give you constructive feedback on your performance.
- After receiving the feedback, rewrite your screenplay illustrating how the situation should have been handled, and turn your work in for a summative grade.

Resources:

Tasks for the Veterinary Assistant, 4th Edition, Theresa Sonsthagen
ISBN-13: 978-1119466826

SOL Correlation:

English: 11.3, 11.5, 11.8, 12.3, 12.5, 12.8

History and Social Science: GOVT.8, GOVT.9



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Instructional Scenario

Sanitation Protocols for Surgical Equipment

Duty/Concept Area(s): Understanding Safety and Sanitation

Scenario:

Joe, a veterinary assistant, has been directed to prepare for a routine spay. Joe sets up the surgical suite by checking the anesthesia machine, preparing the surgical table, and taking out the necessary surgical packs. At the end of the procedure, Joe cleans the surgical suite. Joe throws away all dirty, disposable items. Non-disposable equipment is cleaned and disinfected. Towels and drapes are laundered; surgical instruments are disinfected and sterilized. The surgical suite is swept and mopped, and all surfaces, including the surgical table and anesthesia machine, are cleaned and disinfected.

Big Question:

What is the importance of thoroughly cleaning, disinfecting, and sterilizing the surgical suite and equipment?

Focused Questions:

- What is the difference between cleaning, disinfecting, and sterilizing?
- What is the recommended PPE for a routine spay?
- What equipment is often used to sterilize surgical equipment?

Project-Based Assessment:

Prepare and wrap a spay pack.

Resources:

Video: "Cleaning Veterinary Surgical Instruments"
(<https://www.youtube.com/watch?v=JZqMnEvdNvs>)

Video: "Wrapping Veterinary Surgery Packs" (<https://youtu.be/0k3ysZACfiw>)

Vanhorn, Beth. "Chapter 7: Veterinary Safety and Aseptic Techniques." *Veterinary Assisting: Fundamentals & Applications*, 2nd ed., Cengage, Boston, MA, 2022, pp. 90–117.

SOL Correlation:

English: 11.3, 11.5, 11.8, 12.3, 12.5, 12.8

History and Social Science: GOVT.16

Science: CH.1



Instructional Scenario

Handling Rufus for His Nail Trim

Duty/Concept Area(s): Handling Animals

Scenario:

Mary is a high school senior working part-time for the local veterinary facility. She has just completed her first month of work as a veterinary assistant and has gained some on-the-job experience. Mrs. Smith brings her dog Rufus in for his annual exam and vaccines. As Mary records the dog's history, Mrs. Smith states that Rufus is a very good boy but does not like his feet touched. He has always given the groomer a difficult time by moving around, crying out, and growling. Indeed, the last time the groomer tried to trim his nails, Rufus bit her. Mrs. Smith would like to have the veterinary team trim his nails today, but she is worried he may bite someone again.

Big Question:

What precautions should Mary take to ensure that Rufus and all staff members stay safe during his nail trim procedure?

Focused Questions:

- Who should Mary communicate with regarding Rufus' issues?
- What restraint methods can be used for handling animals for veterinary procedures?
- How can Rufus be restrained to minimize stress to him and the staff?
- What restraint equipment should be collected and ready to use if needed?
- How can Fear Free techniques be used in this situation?
- What are some options the veterinarian might suggest to Mrs. Smith to help with Rufus's anxiety about having his nails trimmed?

Project-Based Assessment:

Create a manual with systematic instructions for various types of restraints used for dogs or cats to create a veterinary experience that is enjoyable and safe for all involved. Describe how observing animal behavior and communication with staff can help one determine the disposition of an animal.

SOL Correlation:

English: 11.5, 12.5



Instructional Scenario

Appropriate Restraint in the Veterinary Field

Duty/Concept Area(s): Handling Animals

Scenario:

A five-year-old male-neutered German shepherd with a hindlimb lameness is brought to the veterinary clinic to be assessed. The dog is non-weight bearing on its right hindlimb and is showing signs of fear.

Big Question:

How should the veterinary assistant and veterinarian approach and restrain the dog to accurately assess the patient?

Focused Questions:

- What are signs of fear in dogs?
- What restraint methods can you use during a physical exam?
- Identify restraint equipment used when working with an aggressive dog.
- Explain the concept of fear-free handling.

Project-Based Assessment:

- Demonstrate appropriate canine restraint techniques.
- Describe situations in which the use of restraint equipment may be utilized and demonstrate the appropriate application.

Resources:

“Restraint of the Dog and Cat.” VetTechPrep.com, 2018.

Vanhorn, Beth. “Chapter 36: Basic Veterinary Restraint and Handling Procedures.” *Veterinary Assisting: Fundamentals & Applications*, 2nd ed., Cengage, Boston, MA, 2022, pp. 600–656.

SOL Correlation:

English: 11.5, 12.5



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Instructional Scenario

Flea Control

Duty/Concept Area(s): Performing Skin and Coat Care

Scenario:

Owners bring their recently adopted ten-week-old female-spayed Pomeranian mix named Lucy for her first vet appointment. The owners are concerned Lucy may have fleas. The physical exam shows evidence of flea dirt, so the veterinarian suggests giving Lucy a flea and tick bath and advises the owners to start Lucy on a monthly flea preventive. The owners authorize the bath but are reluctant to do the monthly preventive. The veterinarian discusses the flea lifecycle and the importance of monthly preventives to the owners. The owners reconsider and authorize starting Lucy on the monthly preventive. Lucy is given a bath and is dried. An oral preventive is prescribed, and the first dose is administered to Lucy in the clinic.

Big Question:

What is the appropriate method for administering a flea and tick bath? Describe the necessary PPE, precautions, and drying technique.

Focused Questions:

- What are signs indicating the presence of fleas?
- How is a flea comb used?
- What is the relationship between flea control, animal and human health?

Project-Based Assessment:

Create an advertisement for a flea preventive. Include the following:

- Brand name
- Active ingredients
- How it is administered (topical, oral, etc.)
- How often it should be applied (monthly, every trimester, yearly, PRN)
- Which species the product is for (dog, cat, etc.)
- What parasites it eliminates (include life stages)

Resources:

Dog Flea and Tick Product Comparison Chart, Allivet pet pharmacy
(<https://www.allivet.com/blog/dog-flea-and-tick-product-comparison-chart/>)

Video: "Revolution-Flea Life Cycle (<https://www.youtube.com/watch?v=RAQFi6CJtFA>)



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Vanhorn, Beth. "Chapter 8: Dog Breed Identification and Production Management." *Veterinary Assisting: Fundamentals & Applications*, 2nd ed., Cengage, Boston, MA, 2022, pp. 135.

SOL Correlation:

English: 11.5, 11.6, 11.8, 12.5, 11.6, 12.8



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Instructional Scenario

Treating a Matted Dog at the Shelter

Duty/Concept Area(s): Performing Skin and Coat Care

Scenario:

Sally has been volunteering as a veterinary assistant at the local animal shelter for the summer. On Sally's shift, the animal control officers have brought in three dogs, all Shih Tzus, from a hoarding situation. All seem to be nice and friendly dogs, though a little apprehensive about being in a new place. The veterinarian on staff gives physical exams to the three dogs and notes that one of the dogs is severely matted from neglect. Dr. Jones cannot do a full skin exam and asks Sally for assistance. He asks Sally to clean the dog up, and then he will re-evaluate the skin.

Big Question:

What equipment should Sally gather to accomplish her task of cleaning the dog?

Focused Questions:

- What can happen if Sally does not clip the mats off before bathing?
- How will Sally remove the mats prior to bathing?
- What size clipper blade should she use?
- What skin disorders might Sally find after removing the mats?
- What type of parasites could the dog have?
- Why is it important to use a gentle shampoo and conditioner on this animal?

Project-Based Assessment:

Develop a chart that shows different clipper sizes and uses for each. Describe each size and its specific uses.

SOL Correlation:

English: 11.5, 11.6, 11.8, 12.5, 11.6, 12.8



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Instructional Scenario

Proper Sanitation of Kennels

Duty/Concept Area(s): Performing Maintenance Functions

Scenario:

Steve is a kennel assistant at a small animal veterinary clinic. He has three kennels that need to be cleaned and disinfected. Kennel 1 has a towel and food bowl inside. Kennel 2 has a towel and dried blood. Kennel 3 has only hair. The supplies Steve can use are paper towels, a laundry bin, disinfectant spray, dish soap, and scrub brushes.

Big Question:

How should Steve clean and disinfect each of the kennels? Include all steps and equipment needed.

Focused Questions:

- How many surfaces are to be disinfected for a dog kennel?
- Compare and contrast cleaning and disinfecting.
- Identify appropriate PPE to be used when cleaning dog kennels.

Project-Based Assessment:

Create a standard operating procedure (SOP) for disinfecting kennels. Include the following:

- Purpose Section: Explain the importance of disinfecting kennels between patients. Include the difference between cleaning and disinfecting.
- Materials Section: PPE, Disinfectants, Cleaning equipment, etc.
- Detailed steps to clean and disinfect the kennel

Resources:

“Video: How to Deep Clean Dog Kennels,” ASPCApro
(<https://www.aspcapro.org/resource/video-how-deep-clean-dog-kennels>)

Vanhorn, Beth. “Chapter 7: Veterinary Safety and Aseptic Techniques.” *Veterinary Assisting: Fundamentals & Applications*, 2nd ed., Cengage, Boston, MA, 2022, pp. 90–117.

SOL Correlation:

English: 11.5, 11.8, 12.5, 12.8



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Instructional Scenario

Avoid a Dirty Scene

Duty/Concept Area(s): Performing Maintenance Functions

Scenario:

Mr. Jones' Beagle made a complete mess of the exam room. Taniya must clean and sanitize the exam room prior to any more patients being seen. There is urine and feces on the floor and even some on one of the walls. Someone left the ear speculum in the sink, and the thermometer was left on the counter without being wiped down and disinfected.

Big Question:

Why is it important to clean and sanitize an animal treatment area after each use?

Focused Questions:

- Why is it important to check all areas of an exam room between uses and not just wipe down the exam table?
- What impression would a client have if they noticed what looked like dried blood or urine on the wall or baseboard of the room?
- What PPE should Taniya use prior to cleaning this space?
- What is the difference between cleaning and disinfecting?
- What products should be used?

Project-Based Assessment:

- Create a room cleaning procedure checklist to ensure every area is cleaned and sanitized between patients, following disinfection and cleaning protocols for veterinary offices.
- Prepare a presentation on the differences between cleaners, antiseptics, disinfectants, and the appropriate use of each.

Resources:

“Keeping it all clean,” Veterinary Practice News

(<https://www.veterinarypracticenews.com/keeping-it-all-clean/>)

“Keep It Clean,” American Animal Hospital Association

(https://www.aaha.org/globalassets/05-pet-health-resources/virox_booklet24.pdf)

SOL Correlation:

English: 11.5, 11.8, 12.5, 12.8



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Instructional Scenario

Keeping Fido Fit

Duty/Concept Area(s): Understanding Animal Nutrition

Scenario:

Mrs. Smith brings her adult Labrador, Fido, in for an annual checkup. Erick, the veterinary assistant, notices Fido's weight is up significantly from his previous visit and brings this to Mrs. Smith's attention. Mrs. Smith informs Erick that she is unable to resist Fido's big brown eyes when he begs at the table, and he loves his treats. She feeds him a high-protein diet designed for active dogs but admits she doesn't walk him much because he tires easily and limps a bit.

Big Question:

What are some important dietary and lifestyle factors that Erick should discuss with Mrs. Smith?

Focused Questions:

- How might Erick use a body condition scoring (BCS) chart to show Mrs. Smith where Fido falls in terms of healthy weight?
- What foods might be more appropriate for Fido's lifestyle?
- What alternative treats could Mrs. Smith give Fido that wouldn't significantly add to his caloric intake?
- How might the clinic support Mrs. Smith in helping Fido lose weight?
- How would loss of excess weight potentially improve Fido's fitness for exercise?

Project-Based Assessment:

- Create a diet and weight loss plan for Fido. What should be included in the plan (weigh-ins, goal setting charts, etc.)? How might Erick help ensure client compliance?

Resources:

"Your pet's healthy weight," American Veterinary Medical Association (<https://www.avma.org/resources/pet-owners/petcare/your-pets-healthy-weight>)

"Weight Management for Dogs," Hill's Pet Nutrition (<https://www.hillspet.com/health-conditions/dog/weight-management>)

"Tufts Obesity Clinic for Animals," Cummings Veterinary Medical Center at Tufts University (<https://vetnutrition.tufts.edu/tufts-obesity-clinic-for-animals/>)



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SOL Correlation:

English: 11.5, 11.8, 12.5, 12.8

History and Social Science: WHI.2

Mathematics: AII.3

Science: BIO.2



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Instructional Scenario

Checking in Barkley for his Appointment

Duty/Concept Area(s): Performing Clinical Exams

Scenario:

Melissa, a veterinary assistant at the local veterinary clinic, is setting up for a dog exam. Melissa has worked in the facility for two weeks and has been taking notes regarding the duties she must complete, and the veterinarians' and staff expectations. Melissa is setting up for an appointment for Dr. Smith. Barkley Jones, a seven-year-old Lab, has an appointment for shaking head, lethargy, and generally not feeling well. Melissa reviews the medical notes for Barkley. He has a history of a heart murmur and ear infections.

Big Question:

What should Melissa assess and document about Barkley prior to getting the doctor?

Focused Questions:

- How will Melissa perform the vitals?
- What equipment should Melissa bring into the room for Barkley's appointment?
- Why does Melissa need to obtain an accurate weight?
- What questions should Melissa ask Mr. Jones to get an accurate history?
- Why is it important for Melissa to not give her opinion on what might be going on with Barkley?
- How will Dr. Smith perform his exam? What is the order of his tasks?
- What laboratory testing might be ordered for Barkley?
- Why is it essential that both Melissa and Dr. Smith document, in detail, all findings in Barkley's medical record?
- What can happen if Melissa does not disinfect the equipment the doctor uses on Barkley?

Project-Based Assessment:

In a group role-playing activity, create different appointment scenarios and a faux record of each patient.

- Greet a client and take the history of the patient.
- Assess and gather the appropriate equipment needed for performing the physical exam.
- Determine if the animal is healthy or ill.
- Answer the focused questions for each patient. What diagnostic laboratory testing might the doctor order for each patient?

SOL Correlation:

English: 11.5, 12.5



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Instructional Scenario

How to Say Goodbye

Duty/Concept Area(s): Handling Death and Dying

Scenario:

Mrs. Aterbury, a widow, lives alone with her cat Mango. Mango has been a long-time patient of ABC veterinary clinic, but his health has been in decline due to chronic renal failure. Mrs. Aterbury thinks the time has come to say goodbye to Mango, but she's afraid he will suffer. She's going to miss Mango, as Mrs. Aterbury derived great joy from her cat's companionship. Sandra, a veterinary assistant at ABC veterinary clinic has had the most interaction with Mango. The veterinarian has asked Sandra to assist with the procedure. Sandra is feeling a little anxious and sad about this visit.

Big Question:

What can the clinical staff do to facilitate the grieving process for both Mrs. Aterbury and for Sandra and the other staff members?

Focused Questions:

- What should the veterinarian and Sandra explain about the procedure that may ease Mrs. Aterbury's mind about the procedure?
- What aftercare options are there that may help focus Mrs. Aterbury's grief in a constructive way? What support is available for her? How would a debriefing for staff be a considerate and productive tool?
- How should the appointment be set up (time of day, prepayment of appointment, and handling of remains)? Be sure to explain how prepayment allows the client to leave when they are ready and not have to stand in front of the reception area and pay a bill.
- What should be done in terms of Mango's medical records to avoid the client receiving reminders for vaccines, etc.?
- What might the clinic do to honor the pet's memory? (Some make donations. Some light a candle in the reception area with a note saying, "If lit, someone is saying farewell to their companion.")

Project-Based Assessment:

- Assemble a euthanasia guide for the clinical staff with ideas for aftercare (pawprints, donations in the pet's honor, private cremation and mass cremation facilities in the area, etc.) so all staff members have the resources readily available.



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- Plan for facilitating client and/or staff grief counseling with resources such as brochures, a list of books for children, and local support groups.
- Create a “comfort kit” to bring into the exam room (e.g., tissues; soft, clean blankets for the pet to rest on; a small envelope in the event the client wishes to keep a lock of fur; grief counseling resources).

Resources:

“Caring for Clients at the End,” Today’s Veterinary Practice

(<https://todaysveterinarypractice.com/caring-for-clients-at-the-end/>)

“Helping Clients Cope With the Death of a Pet,” North American Veterinary Community’s VetFolio (<https://www.vetfolio.com/learn/article/helping-clients-cope-with-the-death-of-a-pet>)

“Improving the euthanasia experience,” *Veterinary Practice*, Improve International (<https://www.veterinary-practice.com/article/improving-the-euthanasia-experience>)

“Before the end: Prepare highly attached clients to face their pets death,” *dvm360* (<https://www.dvm360.com/view/end-prepare-highly-attached-clients-face-their-pets-death>)

SOL Correlation:

English: 11.3, 11.5, 12.3, 12.5



Curriculum Development Team Training

Instructional Scenario

Scheduling Skippy's Sick Appointment

Duty/Concept Area(s): Performing Office Functions

Scenario:

Cathy, a client care representative for Happy Hills Veterinary Clinic, is answering phones and handling the appointment schedule. Cathy answers the first phone call of the day:

"Good afternoon, Happy Hills Vet Clinic. This is Cathy. How may I help you?"

The caller exclaims, "I need to bring my cat in right away!"

Cathy replies, "Ma'am, can I please have your name and your cat's name?"

"Yes, this is Mrs. Howard. My cat Skippy is very sick."

"What has been going on with Skippy, Mrs. Howard?"

"He has not been moving. He vomited and there was no urine in his box this morning. This is not like him."

"Mrs. Howard, I think that Skippy should be seen as soon as possible. Can you bring him in at 9:00 a.m.?"

"Yes! Thank you so much."

"We will see you and Skippy in about an hour," Cathy says.

Cathy places Mrs. Howard's name and phone number in the appointment book under the reserved emergency slot. She writes Skippy's name down in the schedule and makes a note about his lethargy, vomiting, and that he has not urinated overnight. After reviewing his record, she makes another note that Skippy is an eight-year-old male-neutered domestic shorthair with a history of bladder stones.

Big Question:

Why should there be appointment times reserved and scattered throughout the day for emergencies?

Focused Questions:

- Why is it essential that Cathy remain calm while talking with Mrs. Howard?
- What should Cathy's next step in scheduling this emergency appointment be?
- What could have happened if Cathy had not asked for the client's name and contact information during the phone call?
- What could have happened if Cathy had not recognized Skippy's signs as an emergency?
- How can Cathy's actions and appointment notes be helpful to the medical staff and to the patient?



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Project-Based Assessment:

Complete a faux schedule for a two-doctor veterinary clinic. After reviewing the appointment-scheduling lesson, students are provided with various situations and rules for scheduling. They will use this information to problem-solve and complete the hospital's daily schedule.

SOL Correlation:

English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7

History and Social Science: GOVT.16

Mathematics: AII.3