Veterinary Technology Program Review

2019-2020

Self-Study Member: Richard Seidenberg

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PROGRAM REVIEW

Status Summary - Plan of Action-Post Validation

During the academic year 2019-2020 completed program review. The self- study and validation teams developed a final plan of action-post validation based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the result of that action, and the current status of the plan, if it is incomplete.

Recommendations to Improve Desired Student Outcomes and Improve Student Performance	**Action Taken**	**Results**	**Current Status**
1. Establish a dedicated classroom for the program with room for storage and display of teaching models	Request made in annual reviews for past seven years	Unsuccessful	No action has been taken
2. Coordinate with the CA Veterinary Medical Board (VMB) to develop an accredited RVT program	Maintained communication with VMB via email	Ongoing communication	An accreditation process is projected to be in place by the VMB in 2024

Allan Hancock College Program Review

2019-2020 Comprehensive Self-Study

I. Program Mission *(must align with college mission statement)*

For all programs, describe the need that is met by the program or the purpose of the program,and explain how it aligns with the college mission and strategic plan. For CTEA programs only, show that "the program does not represent an unnecessary duplication of other vocational or occupational training programs in the area."

The Veterinary Technology Program strives to deliver an enriched academic experience that fosters students to become excellent veterinary care providers. From bls.gov "Employment of veterinary technologists and technicians is projected to grow 19 percent from 2018 to 2028, much faster than the average for all occupations. Employment is expected to grow as veterinarians continue to use technicians and technologists to do general care and lab work on household pets"

II. Progress Made Toward Past Program/Departmental Goals

Summarize the progress the discipline has made toward achieving its goals during the past six years. Discuss briefly the quality, effectiveness, strengths and struggles of the program and the impact on student success as reflected in past comprehensive program reviews and Annual Updates.

The program changed its name from Registered Veterinary Technician Program to Veterinary Technology Program. The scope of the program was broadened to encourage new students into the field as the number of applicants from the incumbent workforce decline. Within Veterinary Technology but outside the program, RVT 300 -Introduction to Veterinary Technology was established to provide interested students with an overview of the Veterinary Technology field. In the class of 2019-20, 15 students first completed RVT 300 prior to entering the program.

*Since the program's start in 2013-14, at least 17 students passed the RVT exam and have become RVTs. 11 students said they were applying for the exam but have not notified me of their results. Two went to vet school and three more are applying to vet school.
**The above information is based on students who have responded to my requests for the data contained above. I have lost contact with many students due to their change of email address.*

Most of my students who currently work in a local veterinary hospital say they work with a previous graduate of the program. Advisory committee members also acknowledge that they have worked with many program graduates.

A request for a dedicated classroom has been made in every annual update. During the September 2015 Advisory Committee meeting, members unanimously agreed that there was a need for a dedicated teaching space.

To date, there has been no progress in achieving this urgent need for a Veterinary Technology classroom.

III. Analysis of Resource Use and Program Implementation

Describe the program's current allocation and use of human, physical, technology, and fiscal resources. Are resources sufficient and appropriate to meet program needs? Can program resources be reallocated to better meet student needs? If so, how?

The program supports one full-time faculty as program coordinator and the primary instructor for all classes except for a single class each semester which is taught by two part-time faculty who share the load. There is a single office allocated to the program and no dedicated classroom. The program uses microscopes available in M-106 (Biology dept). Equipment specific to the program is stored in several places throughout Bldg. M100-200 and must be loaded onto carts and transported to whichever currently assigned classroom is available at that time, then returned to its storage space. The initial funding for equipment and supplies was provided by grants from the Woods Family Foundation and Henry Mayo Newhall Foundation. Additional funds for equipment were from CTEA and Strong Workforce Funds. The program has an annual budget of $5000 from a California Lottery Fund for instructional supplies. The currently available facilities are inadequate and do not meet the needs of the Veterinary Technology Program. The lack of a dedicated teaching and storage space has stifled the program's growth potential. The program has asked for a dedicated classroom for the past 7 years.

IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

This is the first comprehensive program review. Each of the course SLOs have been assessed. Over the past 6 years, changes to the courses and the program include modifications to address the changing student demographics. The student population was initially comprised primarily of experienced veterinary assistants seeking to become eligible to take the RVT exam but now mostly consists of students newly introduced to the veterinary medical field. Additional modifications include creating RVT 300 Introduction of Veterinary Technology, an internship program, and cultivating ties with the local Mid-Coast Veterinary Medical Association and the Santa Maria Valley Humane Society.

Student Learning Outcomes

VT 300 (formerly RVT 300)

1. Describe the various collaborative roles in a team-based veterinary clinical setting
2. Demonstrate an understanding of basic veterinary medical terminology
3. Describe basic skills required of veterinary assistants and technicians

VT 301 (formerly RVT 301)

1. Demonstrate knowledge of technical terminology.
2. Identify parts of the skeletal structure.
3. Differentiate between cellular tissues and describe their functions.
4. Describe the functions of the organ systems of cats and dogs.

VT 302 (formerly RVT 302)

1. Define common veterinary medical terms
2. Summarize the roles of the veterinary health care team
3. Discuss effective communication techniques

VT 303 (formerly RVT 303)

1. Calculate accurate fluid rates
2. Identify medications and their uses
3. Calculate accurate drug dosages

VT 304 (formerly RVT 304)

1. Properly use a microscope.
2. Identify common bacteria found in animals.
3. Identify common internal and external parasites.
4. Perform blood and urine chemical analysis.

VT 305 (formerly RVT 305)

1. Effectively restrain an animal.
2. Demonstrate proper methods of blood collection.
3. Demonstrate knowledge and appropriate treatment for animals in medical shock and other distress.
4. Demonstrate knowledge of proper examination procedures.

VT 306 (formerly RVT 306)

1. Ability to perform routine dental prophylaxis.
2. Properly handle anesthesia machine.
3. Demonstrate knowledge of proper aseptic techniques.

VT 307 (formerly RVT 307)

1. Demonstrate knowledge of proper positioning.
2. Identify parts of x-ray machines and appropriate safety procedures.
3. Successfully handle radiographic film and/or digital imaging equipment.

V. Distance Learning (If applicable):

Describe the distance education courses offered in your program and any particular successes or challenges with these courses. Include the enrollment as well as percentage of courses offered by modality and the rationale for this ratio. Compare the success and retention of your online offerings to the same courses offered face-to-face. Analyze any gaps and plans to address these. As well, describe how program instructors ensure regular substantive instructor- initiated contact in online classes.

The only online class offered in the program is RVT 302 Veterinary Office Procedures. The class allows students to engage in meaningful discussions about the day to day challenges of working in a veterinary hospital. The class discussions enable students to hear from each other about how similar challenges that they all experience have multiple solutions. Students seem to express themselves more freely in this format then they do in our face-to face classes.

Retention and success measurements of the online class were comparable to that of the face-to-face classes. Regular substantive instructor-initiated contact is ensured by using a detailed grading rubric accessible to students, providing individual comments in the rubric to students when grading each week's discussion assignments, contacting students by email or through course announcements, and being available in-person during office hours or when I see the same cohort of students during the other face-to-face classes.

VI. Success, Retention, and Equity

Describe how the program works to promote student success. Include teaching innovations, use of academic and student support services (library, counseling, LAP, community partnerships, etc.). Refer to list of Student Services.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze, by discipline, success by gender, age, ethnicity, and online (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

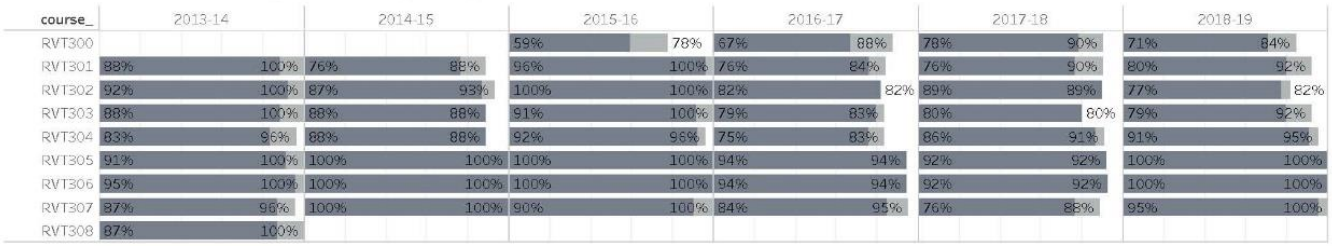
Suggest possible reasons for these trends and planned actions to address any disproportionate impact.

Every class syllabus contains student success tips including how to be prepared for class, the importance of starting assignments early, how to be an active learner, and to ask for help. The syllabus also contains information about the Learning Assistance Program. These are discussed on the first day of class. Students receive warning early in the semester if they are at risk of failing. They are also referred to the Early Alert Program (SuccessNet) for follow-up. Our program has community partnerships with local veterinary hospitals who offer internships in cooperation with CWE.

Students within the program are generally committed to complete the program and obtain a Certificate of Achievement. Some students take longer than others to get up to speed initially during the first semester and need time to develop the proper study habits to succeed. Most students opt to take the entire program as a cohort. However, some students discover that they need to reduce their academic load and spread the program out over multiple academic years. Since RVT 301, offered in the first semester, is a prerequisite for RVT 305 and 306 in the second semester, a few students may not continue to the second semester. Most of these students will repeat RVT 301 the following year and go on to complete the program.

Since RVT 300 is open to all students, many of whom are exploring their interests, the level of commitment to succeed is much lower. A greater percentage of these students are either not interested in the subject matter or have not learned the habits to succeed in college level classes.

1 Retention & Success by academic year by course RVT



Retention % and Success % for each course_ broken down by Academic Year. Color shows details about Retention % and Success %. The data is filtered on TERM_CODE, CB04, subject and course. The TERM_CODE filter keeps 22 of 37 members. The CB04 filter keeps C, D and N. The subject filter keeps RVT. The course filter has multiple members selected.

Measure Names
Retention %
Success %

VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes assessment and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

- Coordinate internships with CWE
- Recommend making a 2-year AVMA-accredited program. Requires a dedicated facility for the program.
- Coordinate with Santa Maria Valley Human Society regarding internships.
- Discussed problem of two populations of students each best serviced by having two separate programs to teach at their respective levels of expertise. Experienced vet assistants who want to become RVTs and entry level students who want to get started as vet assistants.
- Recommended emphasizing veterinary dentistry. The program is now equipped to teach veterinary dental techniques, including digital radiography and has a dental wet lab demonstrating the use of digital dental radiographic equipment and power scaling/polishing.
- Discussed need for dedicated teaching space. Storage space is a substantial problem as we continue to acquire equipment and supplies. Movement of equipment to various classrooms is at times cumbersome and giving the students a sense of a dedicated space would be beneficial. My office continues to be used as a storage room and has exceeded its capacity to hold more supplies. The movement of equipment and supplies back and forth daily from its various locations to classrooms is cumbersome and inefficient. Inventory management is difficult. Posters and models cannot be displayed. I would like to see a Veterinary Technology program room with adjacent storage.
- Discussed proposed changes from the CA Veterinary Medical Board regarding Alternate route programs.

A major challenge during the second year of the program was low enrollment due mainly to lack of awareness that the program exists. Awareness has steadily increased through advertising, attendance at high school career days, contacting high school counselors and posting information at pet stores and on campus.

The program is moving toward a greater percentage of students with little to no experience in the veterinary technology field. As a result, they have had a more difficult time grasping the concepts and medical terminology. A new internship program has been successful in finding employment or at least volunteer experience at a veterinary hospital. The industry continually needs veterinary assistants as well as Registered Veterinary Technicians.

C·O·E
CENTERS OF EXCELLENCE
Inform Connect Advance

Veterinary Technician (Licensed) TOP: 0102.10

September 2019

Prepared by the South Central Coast Center of Excellence for Labor Market Research

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Program Recommendation

This report was compiled by the South Central Coast[1] Center of Excellence to provide regional labor market data for the program recommendation – Veterinary Technician. This report can help determine whether there is demand in the local labor market that is not being met by the supply from programs of study (CCC and non-CCC) that align with this occupation group.

Key Findings

- In the South Central Coast region, the number of jobs for Veterinary Technologists and Technicians are expected to increase over the next five years.
- Veterinary Technologists and Technicians are expected to anticipate a low risk of automation.
- In 2017 there were 62 regional completions in programs related to the occupations identified as related to Veterinary Technician and 60 openings.
- Typical entry-level education suggests an Associate's degree for Veterinary Technologists and Technicians.
- Completers of Veterinary Technician programs from the 2015-2016 academic year had a median annual wage upon completion of $26,382.
- 80% of students are employed within a year after completing a program.
- Starting salary in the region for Veterinary Technologists and Technicians is $36,650.

[1] The South Central Coast Region consists of San Luis Obispo County, Santa Barbara County, Ventura County, and the following cities from North Los Angeles County: Canyon Country, Castaic, Lake Hughes, Lancaster, Littlerock, Llano, Newhall, Palmdale, Pearblossom, Santa Clarita, Stevenson Ranch, and Valencia.

1

The labor market report indicates that there is a strong demand for Veterinary Technicians.

I have also broadened the scope of the program to encourage students to enter the workforce at the entry level position of a veterinary assistant. The industry continually needs veterinary assistants as well as Registered Veterinary Technicians. All RVT candidates start out as veterinary assistants.

It is important that students have clinical work experience during the day in conjunction with the program's evening classes. To assist students who are not currently employed in the veterinary medical field, an internship program was developed in conjunction with the Cooperative Work Experience program. To date, 32 local veterinary hospitals have agreed to be veterinary technology internship partners with the Veterinary Technology program at AHC.

VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to assessment results. (Plan should cover five- year period and include target dates and resources needed.)

Under the umbrella of Veterinary Technology, I anticipate having the RVT program separate from a Veterinary Assisting program (like Registered Nursing and Certified Nursing Assisting being under the Nursing heading). Considerations for long-term planning should include assessing the feasibility of a 2-yr AVMA-accredited program, an RVT route separate from a certified veterinary assistant program, and an on-line curriculum, especially with the respect to the lack of a physical facility and the 15-student minimum enrollment requirement.
New proposals from the California Veterinary Medical Board may dictate the future development of the Veterinary Technology Program however, approval of the proposed changes is pending. Among the areas of greatest significance are:

- The board shall conduct a qualitative review and assessment of the institution's registered veterinary technician curriculum through a comprehensive review process, performed by an inspection team impaneled by the board for that purpose.

- If there is a physical plant and equipment used for instruction in the academic teaching, it shall be adequate for the purposes intended.

- Programs shall verify that students entering a program have completed 2,208 of the required 4,418 hours of directed clinical practice within the five (5) years immediately preceding entrance into the program.

PLAN OF ACTION - PRE-VALIDATION
Six Year

Department: Life & Physical Sciences Program: Veterinary Technology

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE **STUDENT LEARNING OUTCOMES** AND ACHIEVEMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	**Target Date**
Incoming Program Coordinator will assess SLOs and improve as needed depending on the direction that the program moves.		2021

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	Theme/Objective/ Strategy Number AHC from Strategic Plan	**Target Date**
Enrollment Changes – develop separate curricula for each of the following: Experienced veterinary assistants whose goal is to qualify for the RVT exam should enroll in the currently designed Veterinary Technology Program. Students new to the field whose goal is to become entrance level veterinary assistants can enroll in a modified version of the program which provides more basic information.		2022
Demographic Changes – Males are slowly increasing in the Veterinary Technology field. No changes to the program are needed. However, advertising may help recruit males to the field.		ongoing

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**	Theme/Objective/ Strategy Number AHC from Strategic Plan	**Target Date**
Curricular Changes- Suggestions for improving the program: Create a 2-yr AVMA accredited program, online curriculum, prepare for proposed changes to the VMBs regulation changes, consider splitting the program into an two separate curricula: an alternate route program just for students who have acquired at least one year of clinical experience and whose goal is to qualify to take the RVT exam; and a more basic program for students who want to enter the veterinary medical field and need more time to learn the basic veterinary medical terminology. Additional elective courses can be developed as a part of the program. Examples include Avian and Exotics, Equine, and Large Animal Medicine. Consult with Animal Science regarding additional classes.		2022
Co-Curricular Changes – No plans		
Neighboring College and University Plans – No plans		

Related Community Plans – The Santa Barbara County Humane Society is interested in working with our program and may be able to provide a Veterinary Technology facility (classroom, storage, work experience). Maintain internship program with local veterinary hospital partners.		Ongoing

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/ Strategy Number AHC from Strategic Plan	**Target Date**
Facilities – A lack of a dedicated facility is the primary obstacle which impedes the growth of our program.		2021
Equipment- Once a dedicated facility is established, previously granted funding allocations for a classroom set of 30 microscopes can be used.		2021
Staffing – Additional staff will be needed to teach as the curriculum is expanded.		2021

PLAN OF ACTION - POST-VALIDATION
Six Year

Department: Life & Physical Sciences Program: Veterinary Technology

List below as specifically as possible the actions which the department plans to take as a result of this program review. Be sure to address any problem areas which you have discovered in your analysis of the program. Number each element of your plans separately and for each, please include a target date. Additionally, indicate by the number each institutional goal and objective which is addressed by each action plan. (See Institutional Goals and Objectives)

RECOMMENDATIONS TO IMPROVE **STUDENT LEARNING OUTCOMES** AND ACHIEVEMENT	Theme/Objective/ Strategy Number AHC from Strategic Plan	**Target Date**
Incoming Program Coordinator will assess SLOs and improve as needed depending on the direction that the program moves.		2021

RECOMMENDATIONS TO ACCOMMODATE CHANGES IN **STUDENT CHARACTERISTICS**	Theme/Objective/ Strategy Number AHC from Strategic Plan	**Target Date**
Enrollment Changes – develop separate curricula for each of the following: Experienced veterinary assistants whose goal is to qualify for the RVT exam should enroll in the currently designed Veterinary Technology Program. Students new to the field whose goal is to become entrance level veterinary assistants can enroll in a modified version of the program which provides more basic information.		2022
Demographic Changes – Males are slowly increasing in the Veterinary Technology field. No changes to the program are needed. However, advertising may help recruit males to the field.		ongoing

RECOMMENDATIONS TO IMPROVE THE **EDUCATIONAL ENVIRONMENT**	Theme/Objective/ Strategy Number AHC from Strategic Plan	**Target Date**
Curricular Changes- Suggestions for improving the program: Create a 2-yr AVMA accredited program, online curriculum, prepare for proposed changes to the VMBs regulation changes, consider splitting the program into an two separate curricula: an alternate route program just for students who have acquired at least one year of clinical experience and whose goal is to qualify to take the RVT exam; and a more basic program for students who want to enter the veterinary medical field and need more time to learn the basic veterinary medical terminology. Additional elective courses can be developed as a part of the program. Examples include Avian and Exotics, Equine, and Large Animal Medicine. Consult with Animal Science regarding additional classes.		2022
Co-Curricular Changes – No plans		
Neighboring College and University Plans – No plans		
Related Community Plans – The Santa Barbara County Humane Society is interested		Ongoing

in working with our program and may be able to provide a Veterinary Technology facility (classroom, storage, work experience). Maintain internship program with local veterinary hospital partners.		

RECOMMENDATIONS THAT REQUIRE ADDITIONAL RESOURCES	Theme/Objective/ Strategy Number AHC from Strategic Plan	**Target Date**
Facilities – A lack of a dedicated facility is the primary obstacle which impedes the growth of our program. The classroom should have a tile floor for easy clean-up/disinfection, lab/lecture tables, white boards, A/V projection/screen system, electrical outlets, shelving to display anatomic models, counter tops for lab equipment, adequate wall space for posters, separate storage room, sink, cabinet to hold 30 microscopes, instructor's desktop computer.		2021
Equipment- Once a dedicated facility is established, previously granted funding allocations for a classroom set of 30 microscopes can be used. Set of 30 compound binocular light microscopes with 4x, 10x, 40x, and 100x objective lenses. ($50,000?) Microscope supplies: immersion oil, lens cleaner, lens cleaning paper, glass slides, cover slips.		2021
Staffing – Additional staff will be needed to teach as the curriculum is expanded.		2021

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By

Richard Seidenberg

_____ Date:_____

_____ Date:_____

_____ Date:_____

_____ Date:_____

_____ Date:_____

Reviewed:

Department Chair*

Ashley Wise

_____Date:_____

*Signature of Department Chair indicates approval by department of Plan of Action.

Reviewed:

Dean of Academic Affairs

_____ Date: 9/15/2020

Vice President, Academic Affairs

Robert Curry (Mar 31, 2021 17:04 PDT)

_____ Date: Mar 31, 2021

STUDENT DATA SUMMARY

State at least three positive factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

Quality of instruction within the program -100% of students surveyed (N=25) indicated that they were either highly satisfied (72%) or somewhat satisfied (28%).

Contribution towards your intellectual growth -100% of students surveyed (N=25) indicated that they were either highly satisfied (71%) or somewhat satisfied (29%).

Clarity of course goals and learning objectives - 92% of students surveyed (N=25) indicated that they were either highly satisfied (71%), somewhat satisfied (21%). 8 % indicated that they were neither satisfied nor dissatisfied.

State at least three negative factors about the discipline/program identified by students. Include the number (or percentage) of students responding and any implications for planning.

96% of student (N-25) indicated that having a dedicated classroom for the Veterinary Technology Program would be either extremely useful (88%) or moderately useful (8%). A classroom is currently not available and is imperative to the long-term success of the program and students.

The physical facilities and space (e.g. classrooms, labs) -65% of students surveyed (N=25) did not indicate that they were satisfied. 35% highly dissatisfied, 22% somewhat satisfied, and 9% neither satisfied nor dissatisfied.

An average of 95% of students indicated (N=25) that the ability to display anatomic models, relevant posters, use equipment, and medical instruments in the classroom would be extremely useful (avg 81%) or moderately useful (14%).

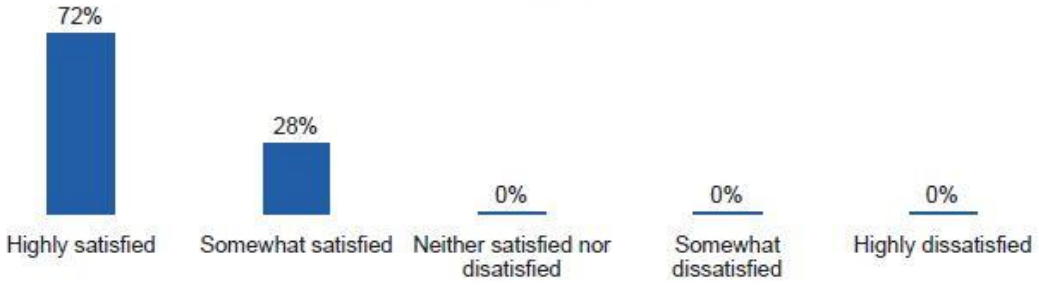
These results have obvious implications that the dedicated classroom that has been requested for seven years has overwhelming support from the faculty, deans, students, and advisory committee members. The long-term program goals as outlined in Section VIII require an adequate facility. Plans to provide a facility have remained tenuous and have not resulted in any action. Without the administration's commitment to fully support the Veterinary Technology Program, its future viability will be in question.

In the Vet Tech Program Review student survey from the fall of 2019, 57% were dissatisfied with the physical facilities and space. More specifically, 88% indicated that a dedicated classroom for the Veterinary Technology Program would be extremely useful.

Vet Tech Program Review
Fall 2019

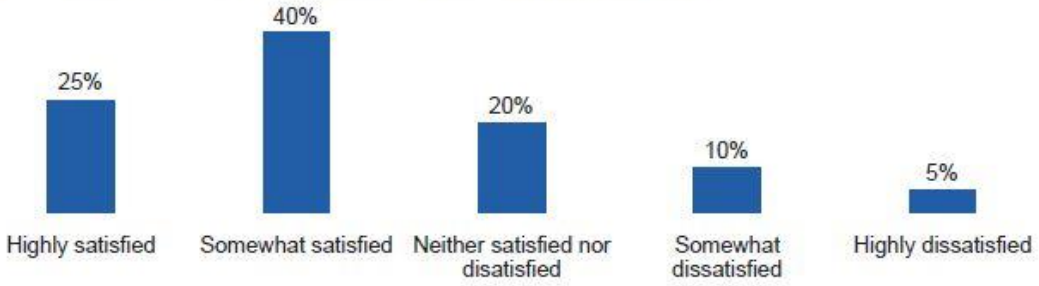
The program review survey was completed during the fall 2019 semester with a total of 25 responses.

Q2_1 - Quality of instruction within the program

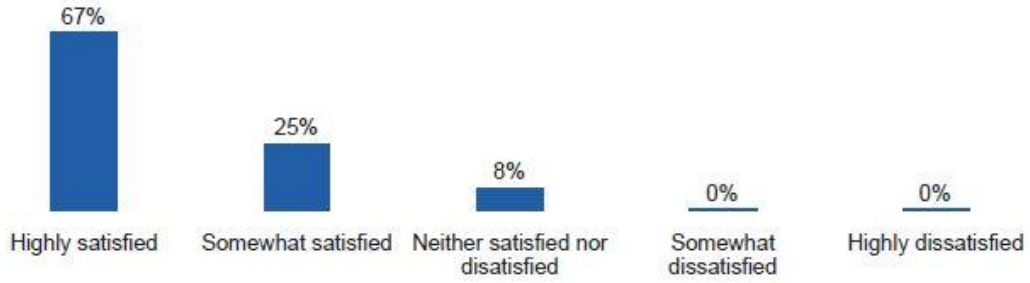


Q2_2 - The way textbooks and other materials used in courses within the program help me learn

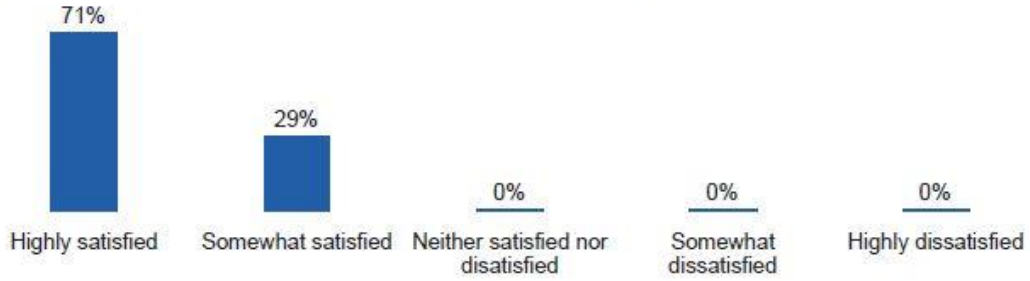
Q2_3 - Advice about the program from counselors



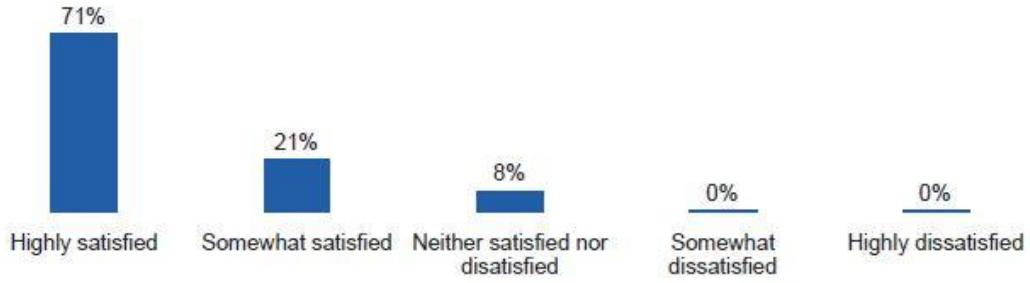
Q2_4 - The way this program meets your educational goals



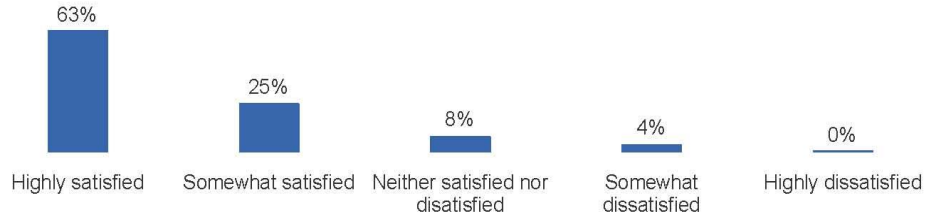
Q2_5 - Contribution towards your intellectual growth



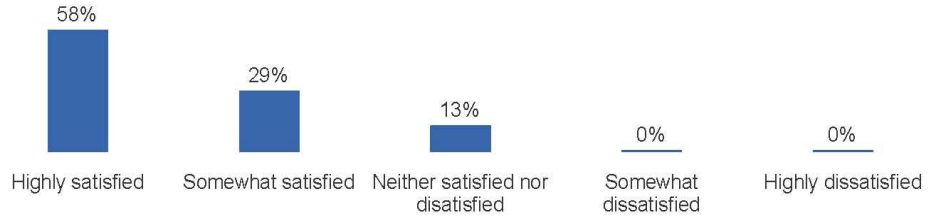
Q2_6 - Clarity of course goals and learning objectives



Q2_7 - Feedback and assessment of progress towards learning objectives

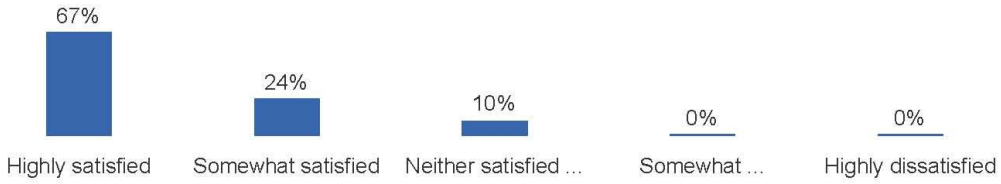


Q2_8 - The availability of courses offered in the Veterinary Technology Program

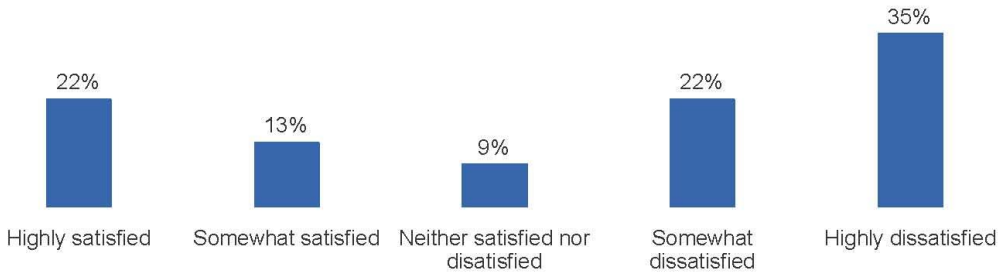


Q2_9 - The content of courses offered in the Veterinary Technology Program

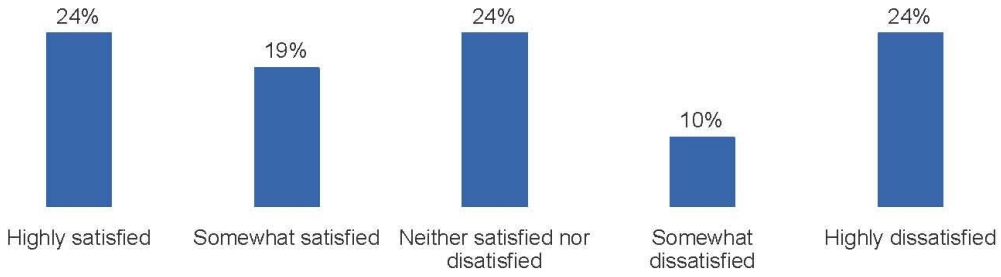
Q2_10 - The coordination of courses offered in the Veterinary Technology Program and courses offered in other departments that may be required for your major



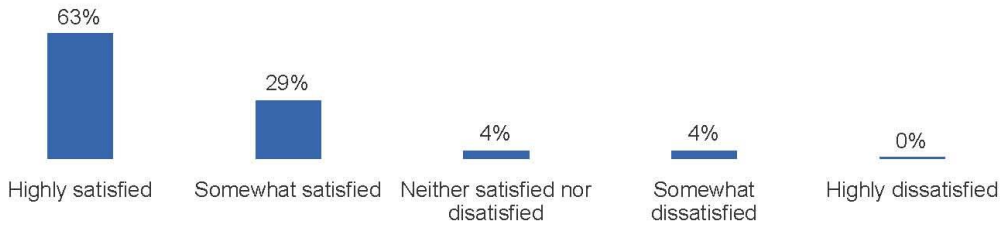
Q2_11 - The physical facilities and space (e.g., classrooms, labs)



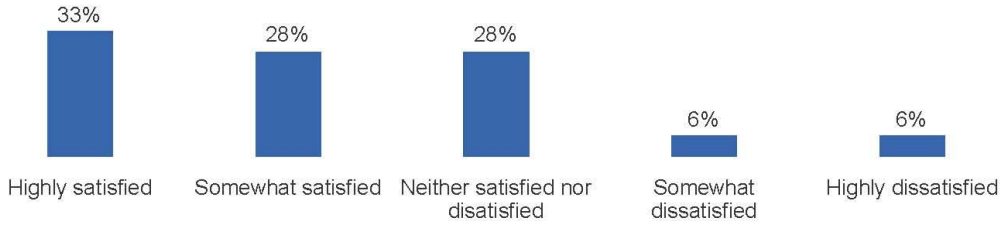
Q2_12 - Instructional equipment (e.g., computers, lab equipment)



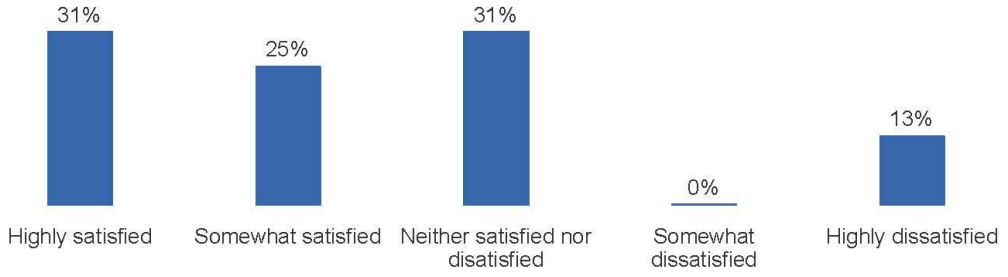
Q2_13 - Presentation of classes via the college's Canvas course management system



Q2_14 - Course assistance through tutorial services (e.g through the Tutorial Center, Math Lab, Writing Center)

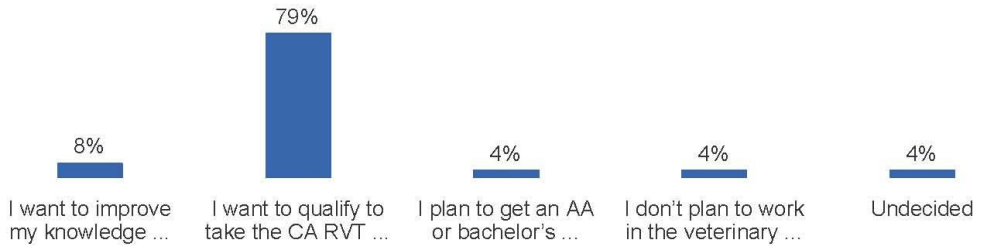


Q2_15 - Availability of appropriate resources in the libraries

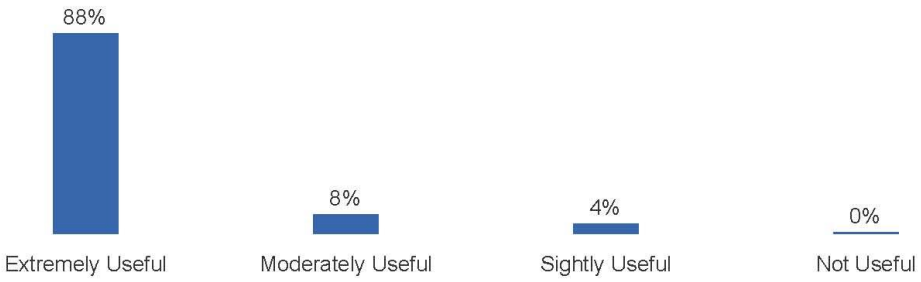


Q4 - What is your goal upon completion of the

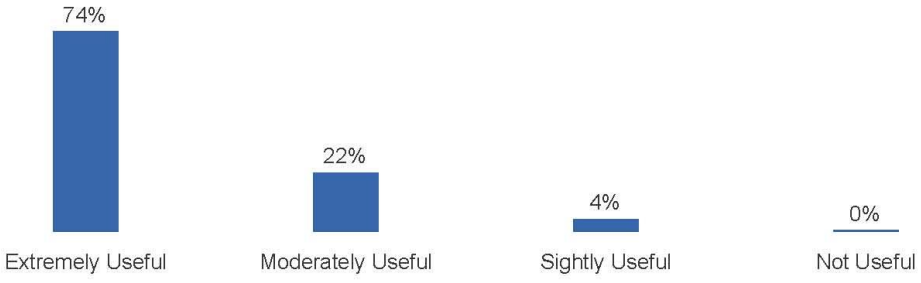
Veterinary Technology Program (select one)



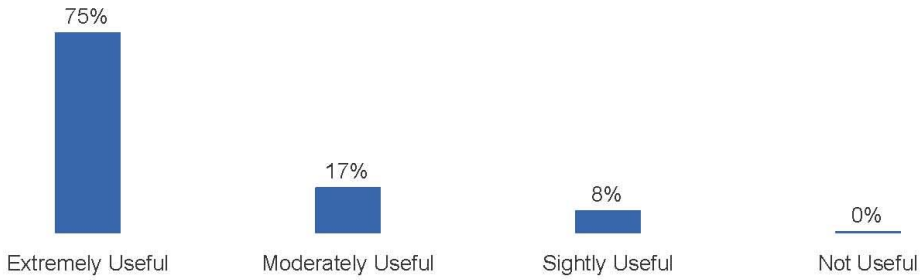
Q5_1 - Display of anatomic models in the classroom



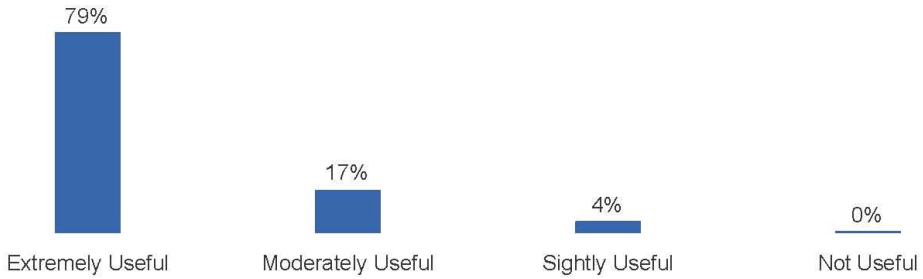
Q5_2 - Display of relevant posters in a classroom



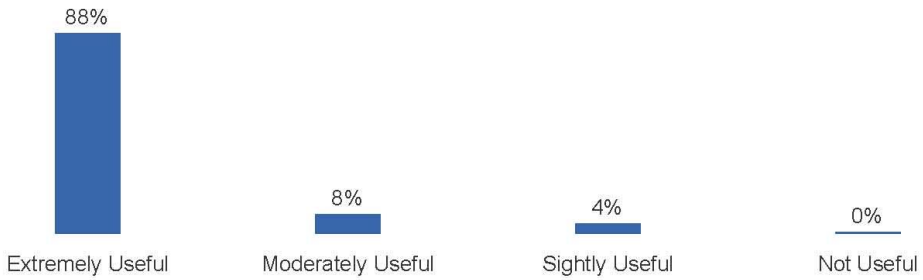
Q5_3 - The ability to use equipment in a classroom



Q5_4 - The ability to use medical instruments in a classroom



Q5_5 - Dedicated classroom for the Veterinary Technology Program



Board Approval: 12/09/2014
PCA Established: 12/09/2014
DL Conversion:
Date Reviewed: Fall 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: Registered Veterinary Technician
Department: Life & Physical Sciences
Prefix and Number: VT 300
Catalog Course Title: Introduction to Veterinary Technology
Banner Course Title: Intro to Veterinary Technology

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated
0

Grading Method
Letter Grade or Pass/No Pass

Requisites

Advisories
ENGL 101 Freshman Composition: Exposition

Entrance Skills

Upon entering this course, the student should be able to:

ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.
- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.
- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

Catalog Description

This course introduces students to the field of veterinary technology. It will provide an overview of the various roles and responsibilities of the veterinary team. Basic animal nursing skills and clinical procedures are introduced. Topics will include veterinary medical terminology, diagnostic procedures, and veterinary medical and surgical nursing care.

Course Content

Lecture

1. Overview of Veterinary Technology
2. Medical Terminology
3. Hematology
4. Radiography
5. Parasitology
6. Pathology
7. Wound Management
8. Anesthesia
9. Dentistry
10. Animal Nursing Care

Course Objectives

At the end of the course, the student will be able to:

1. contrast the roles & responsibilities of the veterinary team members.
2. identify common diagnostic procedures used in veterinary medicine.
3. differentiate the proper terminology for describing patient positioning and directions.
4. describe radiation safety equipment and principles.
5. recognize the principles of veterinary dental disease and the use of instruments in the performance of dental prophylaxis.
6. identify the parts of an anesthetic machine and monitoring equipment and their application in patient anesthesia monitoring.

Methods of Instruction

- **Demonstration**
- **Discussion**
- **Lecture**
- **Methods of Instruction Description:**
  Lectures will include PowerPoint presentations supported by examples from the instructor's clinical experience. Technical skills will be demonstrated using video tutorials. Radiographic and anesthetic equipment as well as animal mannikins will be used as instructional aids. Class participation will be encouraged using group projects and class discussions.

Assignments

- **Other Assignments**
  Instructional videos will be incorporated into many lectures to help students visualize concepts and techniques.
- **Outside Assignments**
  Homework includes review of PowerPoint presentations available online via the school's LMS and open-book quizzes. The student's knowledge of the course material will be evaluated based on exams and quiz grades.
- **Sample Assignment(s)**

Students will work in groups to discuss lecture material, create sample exam questions and discuss their own experiences regarding veterinary health care.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Class Participation**
- **Home Work**
- **Other**

  Examples of quiz/exam multiple choice and open-ended questions.

  1. What does the term hepatopathy mean?
  a. disease of the kidney
  b. enlarged spleen
  c. disease of the liver
  d. enlarged kidney

  Answer: c

  2. What happens in the x-ray generator tube when the electrons are accelerated from the cathode into the anode target?
  Answer: The negative-charged electrons are accelerated toward the positive-charged anode target. As they hit the target, energy is converted into heat (99%) and x-ray photons (1%).

Texts and Other Instructional Materials

Adopted Textbook
None

Supplemental Texts
None

Instructional Materials

1. PowerPoint presentations and training videos amended from the Veterinary Technology program courses.

Student Learning Outcomes

1. RVT300 SLO1 - Describe the various collaborative roles in a team-based veterinary clinical setting.
2. RVT300 SLO2 - Demonstrate an understanding of basic veterinary medical terminology.
3. RVT300 SLO3 - Describe basic skills required of veterinary assistants and technicians.

Distance Learning

This course is not Distance Learning.

Generated on: 2/19/2020 6:48:23 PM

Board Approval: 12/11/2012
PCA Established: 12/11/2012
DL Conversion:
Date Reviewed: Fall 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: Registered Veterinary Technician
Department: Life & Physical Sciences
Prefix and Number: VT 301
Catalog Course Title: Veterinary Anatomy, Physiology and Terminology
Banner Course Title: Vet. Anat., Phys., & Terminol.

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Prerequisite
BIOL 100 Introductory Biology
and

Prerequisite
CHEM 120 Introductory Chemistry

Limitations on Enrollment
Acceptance into the Veterinary Technology Program

Advisories
ENGL 101 Freshman Composition: Exposition

Entrance Skills

Upon entering this course, the student should be able to:

BIOL 100 - Introductory Biology

- comprehend biological principles.
- give examples of phenomina that interrelate physical and living phenomena.
- suspend judgment regarding media coverage of scientific events.
- exhibit parsimony in reference to biological events.
- entertain objective criteria for evaluation of biological order.
- identify compoenents of living systems.

CHEM 120 - Introductory Chemistry

- use standard scientific notation, significant figures, dimensional units, conversion of units (Metric to Metric, Metric to British, British to British, British to Metric, oC to oF, oF to oC, oC to oK, oF to oK).
- define and give examples of terms and vocabulary, i.e. mass, matter, quantum energy, atomic weight, etc.
- name simple binary compounds, common ions specified on given list and simple ionic compounds.
- write correct formulas.
- write and balance simple chemical equations.
- solve problems dealing with density (density from mass and volume, volume from mass and density, mass from volume and density), etc

ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.
- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.
- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

Catalog Description

This course introduces the biology of animals, the chemistry of life and medical terminology used in veterinary medicine. It includes the study of basic normal anatomy and physiology (in both large and small animals) in a body systems format, along with related vocabulary and spelling. Commonly used veterinary acronyms and abbreviations are woven throughout the course where relevant.

Course Content

Lecture

1. Veterinary Medical Terminology
2. Basic cell and tissue function
3. Skeletal system
4. Muscular system
5. Nervous system
6. Sense organs
7. Endocrine system
8. Cardiovascular system
9. Respiratory system
10. Digestive system
11. Nutrients and Metabolism
12. Urinary system

Course Objectives

At the end of the course, the student will be able to:

1. compare terms that describe anatomical locations and directions.
2. differentiate organic and inorganic molecules and examine their importance in life.
3. recognize the components of a cell and contrast their roles in various cell types.
4. identify the major bones and muscles of domestic animals and differentiate their functions.
5. compare structure and functions of red and white blood cells.
6. explain how blood circulates through the heart and its role in providing oxygen to cells and tissues.
7. identify nutrients and relate their roles in cellular metabolism.
8. differentiate between the endocrine glands; describe their functions.
9. classify the nervous system and describe its functions.

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Lecture, videos, and group activities/discussions

Assignments

- **Other Assignments**
  1. In-class group worksheet: Identify skeletal structures in a diagram of the dog and horse
  2. Students complete questions and diagrams on a handout of the urinary system and discuss them.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Class Participation**
- **Other**
  1. Objective exams with a short essay component
  2. Open book homework quizzes
  3. Class attendance and participation in class discussions and group assignments

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Texts and Other Instructional Materials

Adopted Textbook

1. Colville & Bassert *Clinical Anatomy & Physiology for Veterinary Technicians* Edition: 3rd 2016

Supplemental Texts
None

Instructional Materials
None

Student Learning Outcomes

1. RVT301 SLO1 - Demonstrate knowledge of technical terminology.
2. RVT301 SLO2 - Identify parts of the skeletal structure.
3. RVT301 SLO3 - Differentiate between cellular tissues and describe their functions.
4. RVT301 SLO4 - Describe the functions of the organ systems of cats and dogs.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/11/2012
PCA Established: 10/08/2019
DL Conversion: 06/14/2016
Date Reviewed: Fall 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: Registered Veterinary Technician
Department: Life & Physical Sciences
Prefix and Number: VT 302
Catalog Course Title: Veterinary Office Procedures
Banner Course Title: Veterinary Office Procedures

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Acceptance into the Veterinary Technology Program.

Advisories
ENGL 101 Freshman Composition: Exposition

Entrance Skills

Upon entering this course, the student should be able to:

ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.
- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.

- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

Catalog Description

This course covers the various roles of the veterinary health care team including veterinary hospital record management, client and interpersonal communication, medical terminology, and legal, ethical, and safety issues.

Course Content

Lecture

1. Medical Terminology
2. The Veterinary Health Care Team
3. The Receptionist Team
4. Team Leadership
5. Veterinary Ethics & Legal Issues
6. Human Resources
7. Stress, Burnout, and Compassion Fatigue
8. Client Communications and Customer Service
9. Interacting with a Grieving Client
10. Appointment Management
11. Medical Records Management
12. Inventory Management
13. Controlled Substances and Logs
14. Safety in the Veterinary Practice

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate effective and professional communication skills appropriate for a veterinary office.
2. identify various aspects of the grieving process due to pet loss.
3. describe the components and legal aspects of the medical record.
4. outline the required OSHA documents for a veterinary hospital.
5. differentiate between prefix, suffix and root for medical terms.
6. evaluate and determine possible solutions for different ethical situations.
7. recognize the common potential safety hazards in a veterinary medical practice.
8. explain the fundamentals of inventory management.

Methods of Instruction

- **Discussion**
  Students will discuss their responses to resolving specific scenarios
- **Lecture**
  Reading assignments
- **Methods of Instruction Description:**
  Students will respond to scenarios followed by instructor-guided feedback

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Assignments

- **Outside Assignments**
  1. Schedule appointments in mock situations.
  2. Discuss the methods for effective client communication.

Documents for the class will be screen-reader accessible. Images will have Alt text. Videos will be closed captioned.

Inform Students
Students will be informed about online services through LMS documentation.

Additional Comments
None

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Board Approval: 12/11/2012
PCA Established: 12/11/2012
DL Conversion:
Date Reviewed: Fall 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: Registered Veterinary Technician
Department: Life & Physical Sciences
Prefix and Number: VT 303
Catalog Course Title: Veterinary Pharmacology
Banner Course Title: Veterinary Pharmacology

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Acceptance into the Veterinary Technology Program.

Advisories
ENGL 101 Freshman Composition: Exposition

Entrance Skills

Upon entering this course, the student should be able to:

ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.
- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.

- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

Catalog Description

This course covers basic concepts in veterinary pharmacology, including the chemistry of pharmaceuticals and biologics commonly used in the maintenance of animal health. It also includes generic terminology, abbreviations for prescriptions, labeling requirements, state and federal laws, classification of materials, weights and measures, drug dosage flow rates, pharmacological mathematics and the metric system, side effects and drug interactions, and the safe handling of biohazardous material.

Course Content

Lecture

1. Veterinary Pharmacology and the Veterinary Technician
2. Pharmacy Procedures and Dosage Calculations
3. Pharmacokinetics/Pharmacodynamics
4. Drugs affecting the Gastrointestinal Tract
5. Drugs affecting the Cardiovascular System
6. Drugs affecting the Respiratory System
7. Drugs affecting the Endocrine System
8. Drugs affecting the Nervous System
9. Antimicrobials
10. Disinfectants and Antiseptics
11. Antiparasitics
12. Anti-inflammatory Drugs

Course Objectives

At the end of the course, the student will be able to:

1. Calculate drug dosages for individual patients
2. Differentiate various routes of administration and their effect on absorption
3. Differentiate between various types of drugs used within an organ system.
4. Examine the role of the nervous system regarding cardiovascular drug actions
5. Identify the different classes of antimicrobials and their uses.
6. Distinguish between different types of anti-inflammatory drugs.
7. Descibe indications and correct uses for various drugs, as well as possible associated side effects.

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Video demonstrations
  Group activities/discussions

Assignments

- **Outside Assignments**
  Sample Assignments:
  1. Calculate drug dosages for given clinical and patient scenarios.

  2. Match the four types of adrenergic receptors with their primary action.

A

__ Causes bronchodilation
__ Inhibits norepinephrine release
__ Increases the heart rate and force of contractility of the heart.
__ Peripheral vasoconstriction of arterioles (blood vessels to skin, GI tract and kidneys)

a. Alpha- 1
b. Alpha -2
c. Beta -1
d. Beta-2

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Class Participation**
- **Other**
  Objective exams
  Open book homework quizzes
  Class attendance and participation in class discussions and group assignments

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Texts and Other Instructional Materials

Adopted Textbook

1. Bill *Clinical Pharmacology and Therapeutics for Veterinary Technicians* Edition: 4th 2017

Supplemental Texts
None

Instructional Materials
None

Student Learning Outcomes

1. RVT303 SLO1 - Calculate accurate fluid rates.
2. RVT303 SLO2 - Identify medications and their uses.
3. RVT303 SLO3 - Calculate accurate drug dosages.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/11/2012
PCA Established: 12/11/2012
DL Conversion:
Date Reviewed: Fall 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: Registered Veterinary Technician
Department: Life & Physical Sciences
Prefix and Number: VT 304
Catalog Course Title: Clinical Pathology & Microbiology
Banner Course Title: Clin. Pathology & Microbiology

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Acceptance into the Veterinary Technology Program.

Prerequisite
BIOL 100 Introductory Biology

Advisories
ENGL 101 Freshman Composition: Exposition

Entrance Skills

Upon entering this course, the student should be able to:

BIOL 100 - Introductory Biology

- comprehend biological principles.
- give examples of phenomina that interrelate physical and living phenomena.
- suspend judgment regarding media coverage of scientific events.
- exhibit parsimony in reference to biological events.

- entertain objective criteria for evaluation of biological order.
- identify compoenents of living systems.

ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.
- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.
- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

Catalog Description

This course introduces students to the expansive field of clinical pathology and microbiology. Topics include bacteriology, clinical chemistry, urinalysis, cytology, hematology, internal and external parasites, immunology, and serology.

Course Content

Lecture

1. Introduction to laboratory equipment, microscope use, and safety
2. Hematology
3. Hemostasis
4. Immunology
5. Urinalysis
6. Clinical Chemistry
7. Microbiology
8. Parasitology
9. Cytology

Course Objectives

At the end of the course, the student will be able to:

1. demonstrate the proper use of a microscope.
2. prepare blood films using staining techniques and identify red blood cell and white blood cell types.
3. prepare a urine sample for analysis and examination.
4. define heartworm disease diagnosis and treatment techniques.
5. identify clinical chemistry tests and categorize them according the organ system they evaluate.
6. distinguish between the different types of dermatophytes found on domestic animals.
7. explain the life cycles of clinically important internal and external parasites of domestic animals.

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Video and live demonstrations
  Group activities/discussions

Assignments

- **Outside Assignments**
  Perform blood film examinations.
  Perform urinalysis

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Class Participation**
- **Other**
  1. Objective Exams
  2. Open book homework quizzes
  3. Class attendance and participation in class discussions and group assignments

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Texts and Other Instructional Materials

Adopted Textbook

1. Sirois *Laboratory Procedures for Veterinary Technicians* Edition: 6th 2015

Supplemental Texts
None

Instructional Materials
None

Student Learning Outcomes

1. RVT304 SLO1 - Properly use a microscope.
2. RVT304 SLO2 - Identify common bacteria found in animals.
3. RVT304 SLO3 - Identify common internal and external parasites.
4. RVT304 SLO4 - Perform blood and urine chemical analysis.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/11/2012
PCA Established: 12/11/2012
DL Conversion:
Date Reviewed: Fall 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: Registered Veterinary Technician
Department: Life & Physical Sciences
Prefix and Number: VT 305
Catalog Course Title: Medical Nursing & Animal Care
Banner Course Title: Medical Nursing & Animal Care

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	4.000	64.0 - 72.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	8.000	128.0 - 144.0	
Total Student Learning Hours	12.0	192.0 - 216.0	4.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Acceptance into the Veterinary Technology Program.

Prerequisite
VT 301 Veterinary Anatomy, Physiology and Terminology
or RVT 301

Advisories
ENGL 101 Freshman Composition: Exposition

Entrance Skills

Upon entering this course, the student should be able to:

VT 301 - Veterinary Anatomy, Physiology and Terminology

- compare terms that describe anatomical locations and directions.
- differentiate organic and inorganic molecules and examine their importance in life.
- recognize the components of a cell and contrast their roles in various cell types.

- identify the major bones and muscles of domestic animals and differentiate their functions.
- compare structure and functions of red and white blood cells.
- explain how blood circulates through the heart and its role in providing oxygen to cells and tissues.
- identify nutrients and relate their roles in cellular metabolism.
- differentiate between the endocrine glands; describe their functions.
- classify the nervous system and describe its functions.

Catalog Description

This course covers diseases and animal nursing including animal examination, handling, and restraint of various species used in an animal hospital setting; including sanitation, administration of medicine, emergency treatment and critical care, diagnostic and therapeutic techniques, venipuncture, electrocardiology, application of casts, splints and other appliances. It includes zoonotic diseases, their causes and effects, and immunology of animals.

Course Content

Lecture

1. Restraint & Animal Handling
2. History and Physical Examination
3. Preventive Health
4. Neonatal Care
5. Companion Animal Nutrition
6. Large Animal Medical Nursing
7. Animal Reproduction
8. Care of Birds, Reptiles and Small Mammals
9. Diagnostic Sampling & Therapeutic Techniques
10. Large Animal Nutrition
11. Small Animal Medical Nursing
12. Fluid Therapy and Transfusion Medicine
13. Emergency and Critical Care Nursing
14. Wound Management

Course Objectives

At the end of the course, the student will be able to:

1. know physical examination techniques on common small animal species.
2. discuss blood collection methods in domestic animals.
3. distinguish between types of medical shock.
4. demonstrate placement of intravenous catheters, application of splints and bandages, and performance of cystocentesis.
5. calculate correct fluid flow rates.
6. differentiate between normal and abnormal electrocardiogram tracings.
7. know proper eye and ear examination and treatment procedures.
8. identify commonly known small animal poisons.

Methods of Instruction

- **Demonstration**
- **Discussion**
- **Lecture**
- **Methods of Instruction Description:**
  Videos demonstrating clinical procedures
  Group activities/discussions
  Demonstrations of lab techniques

Assignments

- **In-Class Assignments**
  In-class worksheets used as basis for group discussions. Evaluated as a part of class participation.

Methods of Evaluation

- **Exams/Tests**
- **Quizzes**
- **Class Participation**
- **Other**
  1. Objective Exams
  2. Open book homework quizzes
  3. Class attendance and participation in class discussions and group assignments

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Texts and Other Instructional Materials

Adopted Textbook

1. Bassert *McCurnin's Clinical Textbook for Veterinary Technicians* Edition: 9th 2018

Supplemental Texts
None

Instructional Materials
None

Student Learning Outcomes

1. RVT305 SLO1 - Effectively restrain an animal.
2. RVT305 SLO2 - Demonstrate proper methods of blood collection.
3. RVT305 SLO3 - Demonstrate knowledge and appropriate treatment for animals in medical shock or other distress.
4. RVT305 SLO4 - Demonstrate knowledge of proper examination procedures.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/11/2012
PCA Established:
DL Conversion:
Date Reviewed: Spring 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: Registered Veterinary Technician
Department: Life & Physical Sciences
Prefix and Number: VT 306
Catalog Course Title: Surgical Nursing & Dentistry
Banner Course Title: Surgical Nursing & Dentistry

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	4.000	64.0 - 72.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	8.000	128.0 - 144.0	
Total Student Learning Hours	12.0	192.0 - 216.0	4.0
Total Contact Hours	4.0	64.0 - 72.0	

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Acceptance into the Veterinary Technology Program.

Prerequisite
VT 301 Veterinary Anatomy, Physiology and Terminology

Advisories
ENGL 101 Freshman Composition: Exposition

Entrance Skills

Upon entering this course, the student should be able to:

VT 301 - Veterinary Anatomy, Physiology and Terminology

- compare terms that describe anatomical locations and directions.
- differentiate organic and inorganic molecules and examine their importance in life.
- recognize the components of a cell and contrast their roles in various cell types.
- identify the major bones and muscles of domestic animals and differentiate their functions.

- compare structure and functions of red and white blood cells.
- explain how blood circulates through the heart and its role in providing oxygen to cells and tissues.
- identify nutrients and relate their roles in cellular metabolism.
- differentiate between the endocrine glands; describe their functions.
- classify the nervous system and describe its functions.

ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.
- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.
- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

Catalog Description

This course covers surgical nursing, assisting and instrumentation, surgical preparation, suturing techniques, post-operative care, anesthesia instrumentation, induction and monitoring, dental prophylaxis and extractions, IV catheter placement, sterilization of equipment and the maintenance of an aseptic environment.

Course Content

Lecture

1. Preoperative room considerations
2. Preoperative patient & patient preparation
3. Patient monitoring
4. Asepsis
5. Operating room personnel
6. Surgical assisting
7. Surgical procedures
8. Postoperative patient
9. Technician's role in pain management
10. Postoperative cleaning
11. Client education for postoperative care
12. Dentistry

Course Objectives

At the end of the course, the student will be able to:

1. Identify physiological values of an anesthetized surgical patient and detect abnormal changes.
2. Know proper aseptic techniques used in gloving and gowning.
3. Identify and describe the uses of commonly utilized surgical instruments.
4. Demonstrate placement, maintenance, and removal of an endotracheal tube.
5. Identify drugs used in surgery to treat cardiac and respiratory emergencies.
6. Demonstrate the ability to perform CPR.
7. Understand the principles and techniques for preparing a patient's surgical site.
8. Know proper techniques to perform dental cleaning and polishing.

Methods of Instruction

- **Discussion**
  Group activities and discussions
- **Lecture**
- **Methods of Instruction Description:**
  Video and live demonstrations of suturing, bandaging, and dental procedures

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Assignments

- **Other Assignments**
  Perform various procedures on animal models, such as CPR, bandaging and suture techniques, and intubation.
- **Outside Assignments**
  Open book homework quizzes

Methods of Evaluation

1. Objective Exams
2. Open book homework quizzes
3. Class attendance and participation in class discussions and group assignments

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Texts and Other Instructional Materials

Adopted Textbook

1. Bassert *McCurnin's Clinical Textbook for Veterinary Technicians* Edition: 9th 2018
2. Tear *Small Animal Surgical Nursing* Edition: 3rd 2017

Supplemental Texts
None

Instructional Materials
None

Student Learning Outcomes

1. RVT SLO1 - Ability to perform routine dental prophylaxis.
2. RVT306 SLO2 - Properly handle anesthesia machine.
3. RVT306 SLO3 - Demonstrate knowledge of proper aseptic techniques.

Distance Learning

This course is not Distance Learning.

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Board Approval: 12/11/2012
PCA Established: 12/11/2012
DL Conversion:
Date Reviewed: Spring 2019
Catalog Year: 2020 - 2021

Allan Hancock College
Course Outline

Discipline Placement: Registered Veterinary Technician
Department: Life & Physical Sciences
Prefix and Number: VT 307
Catalog Course Title: Veterinary Radiology and Radiation Safety
Banner Course Title: Veterinary Radiology/Safety

Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	2.000	32.0 - 36.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	4.000	64.0 - 72.0	
Total Student Learning Hours	6.0	96.0 - 108.0	2.0
Total Contact Hours	2.0	32.0 - 36.0	

Number of Times Course may be Repeated
None

Grading Method
Letter Grade Only

Requisites

Limitations on Enrollment
Acceptance into the Veterinary Technology Program.

Advisories
ENGL 101 Freshman Composition: Exposition

Prerequisite

Entrance Skills

Upon entering this course, the student should be able to:

ENGL 101 - Freshman Composition: Exposition

- learn to read critically and to perceive the significance and meaning between structure and content in texts of varying lengths
- think critically about their own ideas, beliefs, and assumptions as they examine and compare those of different writers.
- improve writing skills and techniques.

- effectively interact and communicate with varied audiences from a rhetorical and thematic perspective.
- conduct research effectively including investigation, collection, evaluation, and documentation, and present the findings in acceptable written form.
- access and use information ethically and effectively.
- identify both discipline specific and other information technology resources.

Catalog Description

This course provides an introduction to the study of radiology, diagnostic imaging and equipment used in veterinary practices, radiation safety, and the safe operation of radiographic equipment. It includes image capture and processing, and patient positioning.

Course Content

Lecture

1. Technical side of imaging
2. Application of x-rays
3. Dental imaging
4. X-ray imaging
5. Non- x-ray imaging
6. Radiation protection
7. Patient positioning techniques
8. Small animal special procedures

Course Objectives

At the end of the course, the student will be able to:

1. identify parts of the x-ray machine.
2. demonstrate the proper application of radiologic safety equipment.
3. explain film processing procedures.
4. compare film and digital radiography.
5. differentiate between positive and negative contrast agents.
6. demonstrate proper positioning techniques.
7. produce a dental radiograph using a dental x-ray machine and software.

Methods of Instruction

- **Lecture**
- **Methods of Instruction Description:**
  Lectures, videos, group activities/discussions, and demonstrations of lab techniques

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Assignments

- **Other Assignments**
  1. Position a dog mannikin for radiography

  2. Produce a dental radiographic image using a canine skull specimen
- **Outside Assignments**
  Open book homework quizzes

Methods of Evaluation

Life & Physical Sciences Department

Veterinary Technology Program
Advisory Board Meeting
November 4, 2019
Sign-in Sheet

Name	Signature
Linda Metaxas	
Ben Trogdon, RVT	
Claire Sheehy	
Erin Zobel, RVT	
Brenda Forsythe, DVM	
Mary McLain, DVM	
Jesslyn Tilley, RVT	
Rebecca Gamboa, RVT	
Shelley Rice, RVT	
Sean Hawkins, CAWA	
Zachary Albudri, DVM	
Helen Harris, DVM	
Richard Seidenberg, DVM	
Jaymie Noland, DVM	

Allan Hancock College
Program Outline

Title: Veterinary Technology
Award Type: Certificate of Achievement

Allan Hancock College's Veterinary Technology Program introduces technical skills and veterinary medical concepts necessary to pursue a career as a veterinary assistant and meets the educational requirements of the California Veterinary Medical Board (VMB) for veterinary assistants to become Registered Veterinary Technicians (RVT)*. *In addition to completing the educational requirements, 4,416 hours of practical work experience with a California-licensed veterinarian are required in order to be eligible to take the veterinary technician licensing exams. The VMB eligibility requirements are subject to change at any time and without notice to educational providers or their students. Veterinary Assistants and Registered Veterinary Technicians are integral to the animal health care team that works under the supervision of veterinarians to perform various types of tasks including veterinary laboratory procedures, surgical and anesthesia assisting, digital imaging (including x-ray technology), dental procedures, medical nursing, emergency care, and veterinary office procedures. The Veterinary Technology Certificate of Achievement program requires the completion of 20 units. The courses are designed to meet the educational requirements of the California Veterinary Medical Board's (VMB) Alternate Route eligibility category for veterinary assistants to become Registered Veterinary Technicians (RVT). The application requirements for the Alternate Route includes specific content coverage includes the following areas: 1) Dental prophylaxis & extractions; 2) Anesthetic instrumentation, induction and monitoring; 3) Surgical nursing, assisting and instrumentation, suturing techniques, and application of casts & splints; 4) Radiology & radiation safety (including diagnostic imaging); 5) Diseases and animal nursing including zoonotic diseases and emergency veterinary care; 6) IV Catheter placement

The graduate of the Certificate of Achievement in Veterinary Technology will:

- Demonstrate the knowledge necessary to perform animal medical nursing care.
- Demonstrate the knowledge necessary to perform animal surgical nursing and dental care.
- Demonstrate the knowledge necessary to safely perform veterinary radiology.
- Understand the proper techniques for performing veterinary laboratory procedures used in clinical settings.
- Demonstrate effective communication skills in the performance of veterinary office procedures.

Program Requirements

To be admitted into the program, students must have completed BIOL 100 and CHEM 120 (or the equivalent). A major of 20 units is required for the certificate of achievement.

Required core courses (20 units):		**Units:** 20
Fall semester courses		
RVT301	Veterinary Anatomy, Physiology and Terminology	3
RVT302	Veterinary Office Procedures	2
RVT303	Veterinary Pharmacology	2
RVT304	Clinical Pathology & Microbiology	3
Spring semester courses		
RVT305	Medical Nursing & Animal Care	4
RVT306	Surgical Nursing & Dentistry	4
RVT307	Veterinary Radiology and Radiation Safety	2

Total Program Units **20**

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COURSE REVIEW VERIFICATION

Discipline: Veterinary Technology Program Year: 2019

As part of the program evaluation process, the self-study team has reviewed the course outlines supporting the discipline/program curriculum. The review process has resulted in the following recommendations:

1. The following course outlines are satisfactory as written and do not require modification (list all such courses):

Modifications to all course outlines (RVT 300 thru 307) were submitted to AP&P for review in 2018.

2. The following courses require minor modification to ensure currency. The self study team anticipates submitting such modifications to the AP&P, FALL 20____ SPRING 20____:

3. The following courses require major modification. The self study team anticipates submitting such modifications to the AP&P committee, FALL 20____ SPRING 20____:

GRADUATION REQUIREMENTS: General Education (GE), Multicultural/Gender Studies (MCGS) and Health & Safety (H&W) Courses.

The following courses were reviewed as meeting an **AHC GE** requirement. The AP&P GE Criteria and Category Definitions (GE Learning Outcomes) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the **MCGS** requirement. The AP&P MCGS Criteria and Category Definitions (MCGS Learning Outcomes – To Be Developed) forms were submitted to the AP&P for review on: _____

The following courses were reviewed as meeting the **H&W** requirement. The AP&P H&W Studies Criteria (To Be Developed) and Category Definitions (H&W Learning Outcomes – To Be Developed) forms were submitted to the AP&P chair for review on: _____

Course Review Team Members:

Name	Signature	Date
Richard Seidenberg		2/21/2020
Linda Metaxas		2/24/2020
Alfredo Koch		2/24/20
Erin Krier		2/21/2020
Larry Manalo, AP&P Chair		2/28/2020
Sean Abel, Academic Dean		2/24/2020

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Academic Dean Date: 10-22-19

From: RICHARD SEIDENBERG

We recommend the following persons for consideration for the validation team:

DEPARTMENT LIFE & PHYSICAL SCIENCES PROGRAM VETERINARY TECHNOLOGY

Board Policy requires that the validation team be comprised of the dean of the area, one faculty member from a related discipline/program, and two faculty members from unrelated disciplines.

ERIN KRIER — ANIMAL SCIENCE
(Name) (Related Discipline/Program)

ALFREDO KOCH — VITICULTURE
(Name) (Unrelated Discipline/Program)

LINDA METAXAS — PHYSICS
(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a someone from a four-year institution in the same discipline, someone from another community college in the same discipline, a high school instructor in the same discipline, a member of an advisory committee for the program. Please complete the following as relevant to your program review.

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

(Name) (Title)

Affiliation: Telephone Contact Number:

Address
(Mailing) City/State/Zip email address

APPROVED: [signature]
Academic Dean

7/28/19
Date

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Executive Summary
Validation Team Report, Veterinary Technology

The Validation Team for the 2020 Veterinary Technology six-year program review was comprised of VT faculty and author of the Program Review Richard Seidenberg, Viticulture and Enology faculty member Alfredo Koch, Physics adjunct faculty member and former Life and Physical Sciences Department Chair Linda Metaxas, Agriculture faculty member Erin Krier, and Dean Sean Abel. The Validation Team met via Zoom conference for approximately 90 minutes on Friday May 1, 2020. It was clear that each member of the team had reviewed the document with care and came prepared to provide feedback and suggestions to the document's author, Richard Seidenberg.

MAJOR FINDINGS

Strengths of the program/discipline:

The team members commented on the care with which the document had been prepared. There were a few items that merited attention to clarify the intent of the author, and these were well-received and noted. It is evident that each member of the team believes the program to be a vital part of the curriculum at Allan Hancock College and that is serves the community through its activities and educational opportunities for students. As the discussion progressed, a number of strengths were highlighted:

- Well-constructed and popular program, well known in the region
- Fills a desperate need in the community to have trained personnel
- A majority of registered veterinary technician applicants in the area come from the program as well as those that move into management positions
- Allows current workers to elevate salaries significantly
- Students leverage experiences in the program to enter veterinary school
- Much of the equipment is state of the art, such as the veterinary models
- Dedication and strong leadership of the program by the full-time faculty member
- Outreach by the faculty member/program coordinator to potential students and practicing professionals

Concerns regarding the program/discipline:

The concerns for the program primarily focused on issues that have been described in program review annual updates. It was noted that the program shares classroom space with other disciplines in the M100/200 building. Frequently, these classrooms are distant from the full-time faculty member's office which doubles as the program storage area. This negatively impacts the ability to bring in additional equipment related to unanticipated questions from students. The full-time faculty member also described efforts by the California Veterinary Medical Board to implement accreditation processes for "Alternate Route" Registered Veterinary Technician programs. This discussion led to the following concerns:

- Program lacks a dedicated classroom space with adjacent storage for equipment used on a regular basis
- Program coordinator has many student-related tasks. Should be an 11-month position
- The CA Veterinary Medical Board is planning to implement accreditation for programs by 2024. This will require a significant amount of extra work to implement and maintain.

RECOMMENDATIONS

As the discussion proceeded, concerns for the program as well as opportunities for growth surfaced as the recommendations by the Validation Team:

- Establish dedicated classroom space (priority use by the program) with adjacent storage and appropriate equipment.
- Program Coordinator/Full Time faculty position expanded to include an 11th month for activities related to student matriculation, pre-requisite information, and program development as well as future accreditation needs.
- Student worker lab assistant position(s) established to make best use of dedicated classroom space.
- Curriculum development-Expansion as appropriate such as courses related to large animals, avian/exotics, and etc.
- Curriculum development- Veterinary Assistant program track/course badges track type of program in conjunction with the development of the Registered Veterinary Technician (RVT) track as the State accreditation process moves forward.

Summary prepared by Dr. Sean J. Abel,

Dean, Academic Affairs

VALIDATION TEAM SIGNATURE PAGE

- Erin Krier

- Linda D. Matazas

Sean J. Abel