

VETERINARY SCIENCE

***Event location rotation (starting in 2026)**

2026 - TVCC

2027 - BMCC

2028 - OSU

2029 - TVCC

2030 - KCC

In the Veterinary Science Career Development Event (CDE), students working in teams demonstrate their technical competency with small and large animals by completing a written exam, critical-thinking scenario questions, identifications and hands-on practicums.

RULES AND REGULATIONS

1. A chartered FFA chapter may enter two teams, with one team designated as the official team. A team may consist of **5 eligible members**. The score of the **4 high individuals** will be used to determine the team score. Anytime there are 2 members of the same chapter in any one practicum/station, they will not ever be allowed to meet together or communicate during the event. There will be no communication between any competitors during the events. Any infraction of this rule will be sufficient to eliminate the contestant from the event.
2. B Teams will not participate in the Team Activity
3. Tools and Equipment:
 - a. Contestants may have the following equipment: pens, pencils, calculators, and clipboards. Paper will be provided by the contest coordinator.
 - b. Contest coordinator will provide the specific tools and equipment needed to complete practicums.
 - c. Due to sanitation reasons, some items that may be needed in the event (such as stethoscopes) will need to be provided by the participant or their chapter. Teams will be provided a list of specific items needed for a specific year based on the event activities.

EVENT FORMAT

A. Individual Activities

1. Written Exam - 100 points
The objective exam is designed to determine team members' broad understanding of the veterinary science field. The written exam will consist of 50 questions, consisting of questions from the last three years of national veterinary science exams. **For 2025-2026 the test bank will include: 2018, 2021, and 2022, national FFA event tests.**
2. Identification - 150 points total
Participants will identify equipment, parasites and breeds/species for a total of 150 points. Fifty minutes will be given for this activity. Identification lists are located at the end of this handbook.
 - a. Equipment – 75 points
Participants will identify ten pieces of equipment (actual equipment or photos).
 - b. Parasites – 25 points
Participants will identify ten parasites (specimen or photos).
 - c. Breeds – 50 points
Participants will identify 10 breeds of animals (photos).
3. Practicums - 210 points total
 - a. Math Applications Practicum – 50 points (5 points/question)
There will be ten questions and participants will have 50 minutes to complete the entire math application practicum. Questions may include conversions, dose calculations, dilutions, cost calculations and invoices.

Example:

Sophie, a golden retriever, and her owner have just moved from out-of-state and are reestablishing veterinarian relations at your clinic. Sophie's owner has provided you with her health records from their previous veterinarian. Sophie had been prescribed a diet plan by the previous veterinarian and had been coming into the clinic for

*weekly weight checks. Sophie's owner would like to continue the weekly checks with you. You weigh Sophie and record her weight as 19 kg. The owner would like you to tell her how much weight Sophie has lost. Sophie's last recorded weight was 43.2 lb. How many pounds did Sophie lose since the last weighing? **ANSWER:** Sophie has lost 1.4 lb. since the last recorded weighing.*

b. Handling and Restraining Practicum – 60 points (30 points each)

Participants will be given two handling/restraint activities to complete (30 points each). Fifteen to thirty minutes will be allotted for this section depending on the activities selected each year. Participants are expected to talk through the handling and restraining steps to a judge as they are being scored. Judges may speak and ask questions to the participant at the end of each activity, if time allows. All handling and restraining scorecards can be found at the end of this handbook.

c. Clinical Procedure Practicum – 100 points (50 points each)

Participants will be given two clinical procedure activities to complete (50 points each). Fifteen to thirty minutes will be allotted for this section depending on the activities selected each year. Participants are expected to talk through the clinical procedure steps to a judge as they are being scored. Judges may speak and ask questions to the participant at the end of each activity, if time allows. All clinical procedure scorecards can be found at the end of this handbook.

B. Team Activity - 300 points - 2024-25 [Team Activity Topic](#)

Teams will conduct research using local veterinarians and veterinary resources based on the annual topic. In a 15 minute presentation, teams will demonstrate the different roles of the veterinary team, as well as explain steps and procedures for the veterinary process to the judges. Judges will be allotted five minutes of question/answer time after each presentation. The potential roles to be addressed in the team activity are listed below. Teams need to determine what roles are most important to demonstrate based on the annual topic. Veterinary team roles may include, but are not limited to:

- Veterinary technician
- Veterinarian
- Veterinary assistant
- Receptionist
- Farm manager
- Owner/client
- Kennel/stable assistant

The presentation can be creative in nature and teams may include props, but all contestants must remain in official dress and must be able to set up in 5 minutes and tear down in 3 minutes. PowerPoint presentations will not be utilized in the team activity. Advisors will not be allowed to assist during any portion of the team activity. See team activity rubric at the end of this handbook. Rubric from the National CDE Event will be used, but points will be cut in half.

Annual team activity topics to be followed from the National CDE Event:

- Annual Topic will be sent out as soon as it is released from National FFA in November

EVENT SCORING

	<u>Individual Points</u>	<u>Team Points</u>
Written Exam (2 pts/question)	100	400
Identification	150	600
Math Application Practicum	50	200
Handling and Restraining (30 pts/activity)	60	240
Clinical Practicum (50 pts/activity)	100	400
Team Activity		300
Maximum Total Points:	460	2,140

TIEBREAKERS

- A. Team tiebreakers will be settled in the following order:
 - 1. Combined individual practicum total score
 - 2. Combined individual written exam total score
- B. Individuals tiebreakers will be settled in the following order:
 - 1. Combined practicum score
 - 2. Written exam score

AWARDS

Awards will be presented to individuals and teams based upon their rankings at the awards ceremony.

RESOURCES

Please refer to the National FFA Veterinary Science CDE handbook.

Equipment and Materials Identification List:

1. Ambubag
2. Anesthetic machines
3. Autoclave
4. Autoclave tape indicator
5. Backhaus towel clamps
6. Balling gun
7. Bands (castration or docking)
8. Bandaging material-Elasticon
9. Bandaging material-roll gauze
10. Bandaging material-vet wrap
11. Cat bag
12. Catch pole (dog snare)
13. Catheter – butterfly
14. Catheter – IV
15. Catheter – Tomcat urinary
16. Centrifuge
17. Chemical indicator strips
18. Cold sterile tray
19. Dehorner- Barnes
20. Dehorner- electric
21. Dental floats
22. Dental scaler
23. Drench gun – small ruminant
24. Ear notcher
25. Elastrator
26. Elizabethian collar
27. Emasculators
28. Endoscope
29. Endotracheal tubes
30. Fecal loop
31. Fecalyzers
32. Feeding tube for small animals
33. Fetal extractor – calf
34. Forceps – Alligator
35. Forceps – Allis tissue
36. Forceps – Babcock tissue
37. Forceps – Brown-Adson thumb
38. Forceps – Crile
39. Forceps – Kelly
40. Forceps – Halstead mosquito hemostatic
41. Forceps – Rat tooth thumb
42. Gravity feeder/J tube
43. Head gate
44. Hog snare
45. Hoof knife
46. Hoof rasp
47. IV administration set
48. Laprascope
49. Laryngoscopes
50. Muzzle – Basket
51. Muzzle—Nylon
52. Needle holder – Mayo-Hegar
53. Needle holder – Olsen-Hegar
54. Obstetrical chain and handle
55. Ophthalmoscope
56. Otoscope
57. Pig tooth nippers
58. Radiology personal protective equipment
59. Rectal prolapse ring – Swine
60. Rumen magnet
61. Scalpel blade
62. Scalpel handle
63. Scissors – Suture wire cutting
64. Scissors- Bandage
65. Scissors- Lister bandage
66. Scissors- Littauer suture removal
67. Scissors – Mayo dissecting
68. Scissors – Metzenbaum dissecting
69. Silver nitrate sticks
70. Small animal oxygen cage
71. Snook ovariohysterectomy hook
72. Speculum – large animal oral
73. Speculum – small animal oral
74. Speculum – vaginal
75. Squeeze chute
76. Staple remover
77. Stethoscope
78. Surgical drapes
79. Suture needle – cutting
80. Suture needle – taper
81. Syringe- automatic, multi-dose
82. Tattooing instruments- small and large
83. Tonometer
84. Tourniquet
85. Trocar and cannula
86. Twitch chain
87. Twitch human

Parasite Identification:

1. Blowfly (Family Calliphoridae)
2. Cat Warble (Genus *Cuterebra*)
3. Coccidia (Genus *Isospora* or *Eimeria*)
4. Demodectic Mite (Genus *Demodex*)
5. Ear Mite (Family Psoroptidae; Genus *Otodectes*)
6. Flea Larva (Genus *Ctenocephalides*)
7. Flea Tapeworm (Genus *Dipylidium*)
8. Flea Tapeworm Egg* (Genus *Dipylidium*)
9. Flea Tapeworm Segment* (Genus *Dipylidium*)
10. Fleas (Genus *Ctenocephalides*)
11. Heartworm Adult* (Genus *Dirofilaria*)
12. Hookworm Adult* (Family Ancylostomatidae; Genus *Ancylostoma*, *Uncinaria*, *Bunostomum* or *Globocephalus*)
13. Hookworm Egg* (Family Ancylostomatidae; Genus *Ancylostoma*, *Uncinaria*, *Bunostomum* or *Globocephalus*)
14. Horse Bots* (Genus *Gasterophilus*)
15. Horse Strongyles* (Family Strongylidae; Genus *Strongylus*)
16. Lice – Biting (Order Mallophaga; Genus *Bovicola* or *Trichodectes*)
17. Lice -- Sucking (Order Anoplura Genus *Lingonathus* or *Hematopinus*)
18. Liver Fluke (Class Trematoda; Genus *Fasciola*, *Fascioloides* or *Dicrocoelium*)
19. Mosquito Adult (Family Culicidae; Genus *Anopheles*, *Culex* or *Aedes*)
20. Roundworm Adult (Family Ascarididae or Toxocaridae; Genus *Toxocara*, *Toxascaris*, *Ascaris*, *Parascaris* or *Neoascaris*)
21. Roundworm Egg (Family Ascarididae or Toxocaridae; Genus *Toxocara*, *Toxascaris*, *Ascaris*, *Parascaris* or *Neoascaris*)
22. Sarcoptic Mite (Family Ascaridae; Genus *Sarcoptes* or *Notoedres*)
23. Taenia Tapeworm Egg (Family Taeniidae; Genus *Taenia*)
24. Taenia Tapeworm Segment (Family Taeniidae; Genus *Taenia*)
25. Taenia Tapeworm (Family Taeniidae; Genus *Taenia*)
26. Whipworm (Genus *Trichuris*)
27. Whipworm Egg (Genus *Trichuris*)

Breed/Species Identification List:

Dogs

HERDING GROUP:

1. Australian Cattle Dog
2. Australian Shepherd
3. Border Collie
4. Collie
5. German Shepherd Dog
6. Old English Sheepdog
7. Pembroke Welsh Corgi
8. Shetland Sheepdog

HOUND GROUP:

9. Afghan Hound
10. Basenji
11. Basset Hound
12. Beagle
13. Black and Tan Coonhound
14. Bloodhound
15. Dachshund
16. Greyhound
17. Rhodesian Ridgeback

NON-SPORTING GROUP:

18. Bichon Frise
19. Boston Terrier
20. Bulldog
21. Chinese Shar-Pei
22. Chow Chow
23. Dalmation
24. Poodle

SPORTING GROUP:

25. Brittany Spaniel
26. Cocker Spaniel
27. English Setter
28. German Shorthaired Pointer
29. Golden Retriever
30. Irish Setter
31. Labrador Retriever
32. Weimaraner

TERRIER GROUP:

33. Bull Terrier
34. Cairn Terrier
35. Parson Russell Terrier
36. Scottish Terrier
37. West Highland White Terrier

TOY GROUP:

38. Cavalier King Charles Spaniel
39. Chihuahua
40. Miniature Pinscher
41. Papillon
42. Pekingese
43. Pomeranian
44. Poodle
45. Pug
46. Shih Tzu
47. Yorkshire Terrier

WORKING GROUP:

48. Bernese Mountain Dog
49. Boxer
50. Doberman Pinscher
51. Great Dane
52. Great Pyrenees
53. Mastiff
54. Newfoundland
55. Portuguese Water Dog
56. Rottweiler
57. Saint Bernard
58. Siberian Husky
59. Standard Schnauzer

Cats

- 60. Abyssinian
- 61. American Shorthair
- 62. Burmese
- 63. Maine Coon
- 64. Manx
- 65. Persian
- 66. Ragdoll
- 67. Russian Blue
- 68. Siamese
- 69. Sphynx

Birds

- 70. African Gray Parrot
- 71. Canary
- 72. Cockatiel
- 73. Cockatoos
- 74. Love Birds
- 75. Macaw
- 76. Parakeet
- 77. Sun Conure
- 78. Zebra Finch

Reptiles

- 79. Bearded Dragon
- 80. Chameleon
- 81. Gecko
- 82. Iguana

Poultry

- 83. Chicken- Cornish
- 84. Chicken- Leghorns
- 85. Chicken-Plymouth Rock
- 86. Chicken-Rhode Island Red
- 87. Duck
- 88. Geese
- 89. Quail
- 90. Turkey

Small Mammals

- 91. Chinchilla
- 92. Ferret
- 93. Gerbils
- 94. Guinea Pig
- 95. Hamster
- 96. Hedgehog
- 97. Sugar Glider

Rabbits

- 98. Angora
- 99. Californian
- 100. Dutch
- 101. English Spot
- 102. Holland Lop
- 103. Mini-Rex
- 104. Netherland Dwarf
- 105. New Zealand

Dairy Cattle

- 106. Ayrshire
- 107. Brown Swiss
- 108. Guernsey
- 109. Holstein
- 110. Jersey

Beef Cattle

- 111. Angus
- 112. Brahman
- 113. Charolais
- 114. Hereford
- 115. Shorthorn
- 116. Simmental

Horse

- 117. Appaloosa
- 118. Arabian

- 119. Belgian
- 120. Clydesdale
- 121. Morgan
- 122. Paint
- 123. Percheron
- 124. Quarter Horse
- 125. Saddlebred
- 126. Tennessee Walking Horse
- 127. Thoroughbred

Goat

- 128. Alpine
- 129. Nubian
- 130. Angora
- 131. Boer
- 132. LaMancha
- 133. Saanen
- 134. Toggenburg

Sheep

- 135. Columbia
- 136. Dorper
- 137. Dorset
- 138. Hampshire
- 139. Merino
- 140. Rambouillet
- 141. Southdown
- 142. Suffolk

Swine

- 143. American Landrace
- 144. Berkshire
- 145. Chester White
- 146. Duroc
- 147. Hampshire
- 148. Yorkshire

Clinical Procedures Practicum

1. Administering Aural Medication
2. Administering Oral Tablet/Capsule
3. Administering Ophthalmic Medication
4. Administering an Intermuscular Injection
5. Administering a Subcutaneous Injection
6. Bandage Removal
7. Fecal Flotation with Fecalyzer
8. Filling a Syringe for Injection
9. Opening a Surgery Pack
10. Prepare a Surgical Pack for Sterilization
11. Prescription Filling
12. Removal of Sutures
13. Surgical Site Preparation

Handling and Retraining Practicum

1. Applying a Cat muzzle
2. Applying Elizabethan Collar
3. Applying a Gauze Dog Muzzle
4. Applying a Nylon Dog Muzzle
5. Haltering a Horse
6. Haltering Ruminants
7. Placing a Tail Tie
8. Removing a Cat from a Cage and Placing in Cat Bag
9. Removing the Dog from a Floor Level Cage to Restrain for Lateral Saphenous Venipuncture
10. Restraint of the Cat for Cephalic IV Catheter Placement
11. Restraint of the Cat for Jugular Venipuncture
12. Restraint of the Cat in Lateral Recumbency for Femoral Venipuncture
13. Restraint of the Dog for Cephalic Venipuncture
14. Restraint of the Small Dog for Jugular Venipuncture
15. Restrain of a Rabbit
16. Snare Restraint of the Pig

____/50 points

NAME

MEMBER NUMBER

CHAPTER

BREED IDENTIFICATION

*****PUT THE NUMBER THAT CORRESPONDS WITH THE CORRECT BREED IN THE ANSWER COLUMN.***

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

_____/ 75 points

NAME

MEMBER NUMBER

CHAPTER

EQUIPMENT IDENTIFICATION

****PUT THE NUMBER THAT CORRESPONDS WITH THE CORRECT EQUIPMENT IN THE ANSWER COLUMN.**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

____/25 points

NAME _____

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PARASITE IDENTIFICATION

*****PUT THE NUMBER THAT CORRESPONDS WITH THE CORRECT PARASITE IN THE ANSWER COLUMN.***

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Clinical Procedures Practicum

Administering Aural Medication

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student successfully administered the proper amount of medication into the ear canal. <ul style="list-style-type: none">• Ear pinna held upright• Correct amount of medication was administered without contamination	20	
The student massages the base of the outside of the ear canal causing a swishing sound from the medication moving around in the ear canal.	15	
The student wipes any solution that may have leaked onto the outside of the ear flap or hair.	15	
TOTAL POINTS	50	

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Clinical Procedures Practicum

Administer Oral Tablet/Capsule

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student reads and interprets the veterinarian's order.	10	
The student selects the correct drug and concentration.	20	
The student was able to open the mouth of the animal.	5	
The student maintained control of the head or muzzle during the administration of the medication.	5	
The student used an appropriate technique to encourage the patient to swallow.	5	
The student was able to control the animal in a manner that was adequate to administer the medication yet did no harm to the patient.	5	
TOTAL POINTS	50	

Clinical Procedures Practicum

Administering Ophthalmic Medication

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student wipes any discharge from the patient's eye using a gauze sponge or cotton ball.	8	
The student opens the end of the ophthalmic medicine	6	
The student uses the index finger and thumb to pull the upper and lower lids apart to open the eye. The student's thumb pulls the lower lid down and the index finger pulls the upper lid upward. The student's other finger may rest on the head of the animal.	12	
While resting the hand holding the medication on the head of the patient, the student applies the drops or ointment gently into the eye without touching the eye, counting each drop or applying the proper amount of ointment without contamination.	12	
The student releases the eyelids.	6	
The student allows the animal to blink to move the medication throughout the eye.	6	
TOTAL POINTS	50	

Clinical Procedures Practicum

Administering an Intramuscular Injection

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student selected the proper site for administration.	10	
The student directs the needle through the skin and into the muscle.	10	
The student aspirates; if no blood is noted, inject.	10	
The student withdraws the needle and places in the sharps container.	10	
The student massages the area where the injection was given and praises the patient.	10	
TOTAL POINTS	50	

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Clinical Procedures Practicum

Administering a Subcutaneous Injection

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student lifts the skin using the thumb and forefinger forming a triangle or tent with the skin.	10	
The student inserts the needle into the skin at the base of the tent or triangle parallel to the body.	10	
The student aspirates; looking for any signs of blood entering the syringe; if no blood enters the syringe, the student administers the injection.	10	
The student withdraws the needle and places in the sharps container.	10	
The student rubs the injection site and praises the patient.	10	
TOTAL POINTS	50	

Clinical Procedures Practicum

Bandage Removal

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student chooses the bandage scissors and holds in proper orientation.	10	
The student keeps the blade flat against the body and the tip raised slightly upward in contact with bandage.	10	
The student begins cutting each layer from the distal end moving proximally.	10	
The student gently removes each layer of bandage.	10	
The student notes the status of the unbandaged area and states if it is normal or if there are any problems.	6	
The student cleans up work area.	4	
TOTAL POINTS	50	

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Clinical Procedures Practicum

Fecal Flotation with Fecalyzer

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student selected about ¼ teaspoon of feces and placed it into a fecalyzer.	6	
The student added enough flotation solution to fill the fecalyzer about half full.	6	
The student mixed the feces into solution until no large fecal particles remain.	6	
The student places insert into fecalyzer.	6	
The student filled the vial with more solution until there was a visible meniscus at the top.	6	
The student placed a cover slip on top of the fecalyzer.	6	
The student allowed the vial to sit undisturbed for 10-15 minutes.	6	
The student carefully removed the cover slip without tilting it and placed it on a microscope slide.	8	
TOTAL POINTS	50	

Clinical Procedures Practicum

Filling a Syringe for Injection

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student determines the amount to be placed in the syringe.	6	
The student selects the proper-sized syringe.	8	
The student inserts the syringe into the top of the bottle.	6	
The student places the bottle upside down in one hand and holds securely.	6	
The student withdraws the proper volume.	6	
The student removes the syringe from the bottle.	6	
The student gently taps or snaps the edge of the syringe to remove any air bubbles, or slightly expel the air by pushing the end of the plunger.	6	
The student places syringe in the sharps container.	6	
TOTAL POINTS	50	

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Clinical Procedures Practicum

Opening a Surgery Pack

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student placed the surgery pack on a clean, dry surface.	4	
The student removed or tore the tape securing the package.	4	
The student opened the first flap away from them.	8	
The student opens the side flaps without reaching across open pack.	8	
The student opens the last flap towards them.	8	
The student opened the pack without contamination.	12	
The student stepped away so the surgeon or scrub nurse could complete the opening of the pack.	6	
TOTAL POINTS	50	

Clinical Procedures Practicum

Prepare a Surgical Pack for Sterilization

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student gathered the appropriate instruments and instrument pan if applicable.	5	
The student gathered additional supplies if applicable.	10	
The student selected the appropriate packaging material and chemical indicator.	10	
The student assembled the pack correctly by following the instructions on the checklist or recipe.	10	
The student placed the chemical indicator in the correct area of the pack.	10	
The student properly wrapped, secured and labeled the pack.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

Prescription Filling

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student reads and verbally interprets prescription.	10	
The student selects the correct drug and concentration.	20	
The student places the pill counting tray on the pharmacy counter with the channel to the left and the open plate in front of him/her.	1	
The student pours the medication tablets or capsules onto the tray plate.	1	
The student opens the channel cover.	1	
The student uses a spatula or tongue depressor to push groups of tablets or capsules into the channel.	1	
When the student has counted the desired amount of medication, he/she closes the channel cover. The student tilts the tray to return the unused medicine into the stock bottle.	4	
The student lifts the tray to place the channel spout into the medicine vial and transfers medication.	4	
The student places the lid on the vial and sets it on the counter.	1	
The student appropriately fills out label with prescription information.	7	
TOTAL POINTS	50	

Clinical Procedures Practicum

Surgical Site Preparation

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student applied antiseptic scrub to clipped area.	8	
The student prepped the clipped area with a clean surgical sponge beginning at the incision site moving in a circular motion and worked toward the edges.	8	
The student did not bring the sponge back to the incision site once it was moved away from the incision site.	8	
The student discarded the sponge once it reached the edge of the clipped area.	8	
The student wiped the clipped area with a rinse solution using a clean surgical sponge following the same pattern as when scrubbing with the antiseptic.	8	
The student repeated the scrub and rinse a minimum of three times or until the final rinse sponge was clean.	10	
TOTAL POINTS	50	

Clinical Procedures Practicum

Removal of Sutures

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student clearly visualized and inspected the incision site.	10	
If there were problems with the incision site, the student informed the veterinarian. If there were no problems, the student removed the sutures.	10	
The student chose the correct tool to remove the sutures.	10	
The student placed the curved blade underneath the suture for removal and removed the suture.	15	
The student did not cause unnecessary harm or discomfort to the patient.	5	
TOTAL POINTS	50	

Handling and Restraining Practicum

Applying a Cat Muzzle

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student opens the cage door and calls the cat by name.	2	
The student scruffs the cat with one hand and lifts it up.	2	
The student cradles the cat's abdomen with their other hand and removes the cat from the cage.	2	
With the cat still scruffed, the student places the cat under one arm close to their body and closes the cage door with their free hand.	2	
The student places cat on table.	2	
The student selects a muzzle of appropriate size for the cat.	5	
The student places the cat in sitting or sternal position on exam table.	2	
The student positions the muzzle properly in his/her hands.	3	
The student approaches the cat from behind with the muzzle in both hands while another person restrains cat.	3	
The student brings the muzzle up to the cat's face in one swift motion.	4	
The student secures the muzzle.	3	
TOTAL POINTS	30	

Handling and Restraining Practicum

Applying Elizabethan Collar

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student chooses the correct size of E-collar for the patient.	6	
The student correctly prepared the E-collar for placement.	6	
The student correctly placed the E-collar on the animal.	6	
Placement was adequately secured so the animal could not remove the E-collar.	6	
The E-collar was secured such that the animal's breathing was not restricted.	6	
TOTAL POINTS	30	

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Handling and Restraining Practicum

Applying a Gauze Dog Muzzle

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student selects proper type of material and length.	4	
The student places the dog in sitting or sternal position on exam table or floor.	2	
The student makes a loop in the gauze and approaches the dog from behind.	6	
The student places the loop on the dog's face with the tie on top.	6	
The student quickly tightens the loop, and then crosses the ends under the dog's face.	6	
The student brings the ends back behind the dog's head under the ears and ties in a quick-release bow.	6	
TOTAL POINTS	30	

Handling and Restraining Practicum

Applying a Nylon Dog Muzzle

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student selects appropriate muzzle.	4	
The student places the dog in sitting or sternal position on exam table or floor.	2	
The student comes from behind the dog's head with the muzzle in one hand in the correct position.	7	
The student brings the muzzle up to the dog's face and slips it on while grasping the strap with the other hand.	6	
The student secures the muzzle.	5	
The student checks for proper fit (one finger inserted under the strap).	6	
TOTAL POINTS	30	

NAME

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CHAPTER

Handling and Restraining Practicum

Haltering a Horse

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
Without quick movements and loud noises, the student properly approaches the patient at a 45 degree angle to the patient's left shoulder.	5	
The student places end of the lead rope over the horse's neck and passes sufficient length of lead to form a handheld loop around the horse's neck.	5	
Holding the handheld loop in their right hand, with their left hand, the student slip the nose-band of the halter over the nose.	5	
Student releases the lead rope and with their right hand under the horse's neck, the student passes the crown strap over the head and behind the ears and attaches the end to the appropriate place on the halter.	5	
The student snaps the end of the lead to the lead ring of the halter and undrapes the lead rope from the horse's neck.	4	
The student adjusts the halter so it is snug enough that the nose piece could not fall over the end of the nose, but not so tight that the halter cut or rubbed the horse or restricted jaw movement or breathing.	6	
TOTAL POINTS	30	

NAME

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CHAPTER

Handling and Restraining Practicum

Haltering Ruminants

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
Without quick movements and loud noises, the student properly approaches the patient at a 45 degree angle to the patient's left shoulder.	5	
The student places crown piece of halter over ears, then slips nose through nosepiece.	6	
The student properly adjusts the halter such that the nose band crosses over bridge of nose halfway between the nostrils and eyes.	7	
The student ensures that the adjustable portion of the nose band is under the chin, not across the bridge of the nose.	6	
The student keeps the standing end or lead rope portion on the left side of the cow.	6	
TOTAL POINTS	30	

Handling and Restraining Practicum

Placing a Tail Tie

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student lays the rope over the tail at the tip of the tail bone.	6	
The student folds all the tail hairs up over the rope.	6	
The student passes the short end of the rope behind the tail, and makes a fold or bight in it.	6	
The student passes the fold or bight over the folded tail and under the rope, which is looped around the tail.	6	
The student pulls tight.	6	
TOTAL POINTS	30	

Handling and Restraining Practicum

Removing a Cat from a Cage and Placing in Cat Bag

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student opens the cage door and calls the cat by name.	2	
The student scruffs the cat with one hand and lifts it up.	3	
The student cradles the cat's abdomen with their other hand and removes the cat from the cage.	2	
With the cat still scruffed, the student places the cat under one arm close to their body and closes the cage door with their free hand.	3	
The student carries the cat close to their body to the exam table.	3	
The student scruffs the cat and lifts it into the bag in one swift motion while supporting the hind end.	4	
The student wraps the Velcro strap around the cat's neck and immediately zips up the bag.	4	
The student uses the proper zippered opening to expose the front limb.	4	
To remove the cat, the student removes the Velcro strap first, then unzips the bag and removes the cat by scruffing and supports hind end.	5	
TOTAL POINTS	30	

Handling and Restraining Practicum

Removing Dog from Floor Level Cage to Restrain for Lateral Saphenous Venipuncture

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student places a leash in one hand with a large loop open in the correct position (in the "P") and ready to place over the dog's head.	2	
While blocking the opening, the student opens the cage door enough to slip the hand holding the leash into the cage.	2	
The student slips the leash over the neck of the dog and gently tightens the leash around the neck.	2	
The student opens the door and allows the dog to exit the cage.	1	
The student lifts the dog and places on the table.	1	
The student places his/her right arm across the dog's neck and reaches between the front legs to grasp the dog's right forelimb in right hand.	4	
The student places left arm over the dog's back and reaches for the dog's right rear limb; just proximal to the hock.	5	
With the dog's body close, the student gently lifts the limbs while allowing the dog's body to lay on the table; the dog should be on its right side.	5	
The student allows the dog to relax for a couple seconds, not releasing the grasp on the limbs.	3	
The student uses left hand to hold the limb tightly in the area just distal to the stifle, which will occlude the vein.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

Restraint of the Cat for Cephalic IV Catheter Placement

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student places the cat in sternal recumbency on an examination table.	4	
The student controls and lifts the head up by placing up by placing thumb and forefingers over top of head, fingers firm on zygomatic arches (below eyes).	7	
The student extends the left front limb forward by grasping the elbow in the palm of his/her hand with thumb on the top of the elbow joint.	7	
The student allows the judge to grasp the left front paw and extend the limb toward him/her.	5	
The student occludes the vein by pressing down on the top of the elbow joint with his/her thumb and then rotating his/her thumb laterally.	7	
TOTAL POINTS	30	

Handling and Restraining Practicum

Restraint of the Cat for Jugular Venipuncture

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student places the cat in sternal recumbency with its chest close to the edge of the table.	6	
The student controls and lifts the head up by placing thumb and forefingers over top of head, fingers firm on zygomatic arches (below eyes).	7	
The student's other hand grasps the front legs and extends them down off the edge of the table.	7	
The student uses arm and elbow to restrain the cat's body close to the student's body.	6	
The student spoke to the patient in a calm and affectionate manner during the procedure.	4	
TOTAL POINTS	30	

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Handling and Restraining Practicum

Restraint of the Cat in Lateral Recumbency for Femoral Venipuncture

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student places the cat on an examination table.	3	
The student scruffs the cat with one hand and lifts it off of the table enough to grasp both hind legs with his/her other hand or reach under cat to grasp both hind limbs.	8	
The student lays the cat on its side with the hind legs stretched rearward.	7	
The student tucks top rear leg and tail while occluding with side of hand.	8	
The student spoke to the patient in a calm and affectionate manner during the procedure.	4	
TOTAL POINTS	30	

Handling and Restraining Practicum

Restraint of the Dog for Cephalic Venipuncture

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student places a noose leash on the dog.	2	
The student restrains the dog in sternal recumbency.	5	
The student stands on the dog's right side; wrapping his/her right arm around the dog's neck.	5	
The student holds the dog's left forelimb with elbow in the palm of his/her hand; extend the limb forward toward the person performing the procedure.	6	
With the elbow of the dog in his/her palm, the student rotates his/her thumb up so it is on top of the limb at the bend of the elbow.	6	
The student occludes the vessel with the thumb, rotates the thumb laterally.	6	
TOTAL POINTS	30	

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CHAPTER

Handling and Restraining Practicum

Restraint of the Small Dog for Jugular Venipuncture

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student puts a noose leash on the dog and has the dog sit.	3	
The student places one arm around the dog's neck and places the other arm around the dog's back to grasp the forelimbs.	6	
The student pushes the dog's back with his/her body to encourage the dog to lie down.	6	
The student holds the head up under the jaw, away from the chest (can be achieved by cupping hand underneath the muzzle and by pushing the head upward.)	8	
The student's other hand grasps the front legs and extends them over the end of the table.	7	
TOTAL POINTS	30	

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Handling and Restraining Practicum

Restraint of a Rabbit

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student approaches the rabbit calmly and quietly.	4	
The student scruffs the rabbit with one hand while gently lifting the front end.	6	
The student's other hand immediately reaches under the hind limbs and holds them (not allowing the hind limbs to dangle).	7	
The student rests the rabbit's body on the arm with the hand holding the hind limbs.	6	
The scruffing hold is released and the hand is moved to hold the rabbit's outside front leg.	7	
TOTAL POINTS	30	

NAME

MEMBER NUMBER

CHAPTER

Handling and Restraining Practicum

Snare Restraint of the Pig

Participant must talk through practicum steps with judge.

CRITERIA	Points Possible	Points Earned
The student, standing next to the patient, guided the loop of the snare into the mouth and over the nose or upper jaw	4	
The student made sure the loop is inserted far enough into the patient's mouth	5	
The student pulled the loop tight when it is in the proper position	5	
The student kept the loop tight while moving to the front of the patient	5	
The student maintained the pressure on the snare so that the patient could not escape.	5	
The student kept control of the patient until the patient ceased to struggle.	4	
The student released the patient after the procedure was completed	2	
TOTAL POINTS	30	

Team Activity Presentation Rubric

300 Points

Veterinary Science Career Development Event

Last updated: 2/07/23

Veterinary Science Team Activity Rubric 300 points

Non-verbal – 50 points						
Indicators	Very strong evidence skill is present 5-4	Moderate evidence skill is present 3-2	Strong evidence skill is not present 1-0	Points Earned	Weight	Total Score
A. Attention (eye contact)	<i>Eye contact constantly used as an effective connection.</i> Constantly looks at the entire audience (90-100% of the time).	<i>Eye contact is mostly effective and consistent.</i> Mostly looks around the audience (60-80% of the time).	<i>Eye contact does not always allow connection with the speaker.</i> Occasionally looks at someone or some groups (less than 50% of the time).		X 5	
B. Mannerisms	<i>Does not have distracting mannerisms that affect effectiveness.</i>	<i>Sometimes has distracting mannerisms that pull from the presentation.</i>	<i>Has mannerisms that pull from the effectiveness of the presentation.</i>		X 2.5	
C. Gestures	<i>Gestures are purposeful and effective.</i> Hand motions are expressive, and used to emphasize talking points. Great posture (confident) with positive body language.	<i>Usually uses purposeful gestures.</i> Hands are sometimes used to express or emphasize. Occasionally slumps; sometimes negative body language.	<i>Occasionally gestures are used effectively.</i> Hands are not used to emphasize talking points; hand motions are sometimes distracting. Lacks positive body language; slumps.		X 2.5	
Oral – 100 points						
A. Speaking without hesitation	<i>Speaks very articulately without hesitation.</i> Never has the need for unnecessary pauses or hesitation when speaking.	<i>Speaks articulately, but sometimes hesitates.</i> Occasionally has the need for a long pause or moderate hesitation when speaking.	<i>Speaks articulately, but frequently hesitates.</i> Frequently hesitates or has long, awkward pauses while speaking.		X 5	
B. Tone	<i>Appropriate tone is consistent.</i> Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent.	<i>Appropriate tone is usually consistent.</i> Speaks at the right pace most of the time, but shows some nervousness. Pronunciation of words is usually clear, sometimes vague.	<i>Has difficulty using an appropriate tone.</i> Pace is too fast; nervous. Pronunciation of words is difficult to understand; unclear.		X 5	
C. All team members participated	<i>All team members took an active role in the presentation.</i>	<i>Three team members took an active role in the presentation.</i>	<i>Two or less team members took an active role in the presentation.</i>		X 10	
Content – 150 points						
A. Role accuracy	<i>Fully accurate in defining roles of the veterinary team.</i>	<i>Somewhat accurate in defining roles of the veterinary team.</i>	<i>Inaccurately defines the roles of the veterinary team.</i>		X 10	
B. Veterinary process research	<i>Demonstrates researched knowledge of the veterinary process.</i>	<i>Demonstrates somewhat researched knowledge of the veterinary process.</i>	<i>Does not demonstrate researched knowledge of the veterinary process.</i>		X 10	
C. Q&A: Demonstrates knowledge of topic	<i>Answer shows thorough knowledge of the subject of the speech.</i> Supports answer with strong evidence.	<i>Answer shows some knowledge of the subject.</i> Some evidence, but lacking in strength.	<i>Answer shows little knowledge of the subject.</i> Evidence is lacking to support the answer.		X 5	
D. Q&A: Speaking unrehearsed	<i>Speaks unrehearsed with comfort and ease.</i> Is able to speak quickly with organized thoughts and concise answers.	<i>Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure.</i> Is able to speak effectively, has to stop and think, and sometimes gets off focus.	<i>Shows nervousness or seems unprepared when speaking unrehearsed.</i> Seems to ramble or speaks before thinking.		X 5	
TOTAL						

Judge's Signature

Date

ALIGNMENT TO AFNR CONTENT STANDARDS & OREGON EMPLOYABILITY SKILLS

- Employability 01. Adhere to workplace practices
- Employability 02. Exhibit personal responsibility and accountability
- Employability 03. Practice cultural competence
- Employability 04. Demonstrate teamwork and conflict resolution
- Employability 05. Communicate clearly and effectively
- Employability 06. Employ critical thinking to solve problems
- Employability 07. Demonstrate creativity and innovative thinking
- Employability 08. Demonstrate fluency in workplace technologies
- Employability 09. Plan, organize, and manage work
- Employability 10. Make informed career decisions
- ABS.01.03 Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.
- AS.01.01 Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.
- AS.01.02 Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.
- AS.01.03 Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.
- AS.02.01 Demonstrate management techniques that ensure animal welfare.
- AS.02.02 Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).
- AS.03.01 Analyze the nutritional needs of animals.
- AS.03.02 Analyze feed rations and assess if they meet the nutritional needs of animals.
- AS.03.03 Utilize industry tools to make animal nutrition decisions.
- AS.04.01 Evaluate animals for breeding readiness and soundness.
- AS.04.02 Apply scientific principles to select and care for breeding animals.
- AS.04.03 Apply scientific principles to breed animals.
- AS.05.01 Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.05.02 Comply with government regulations and safety standards for facilities used in animal production.
- AS.06.01 Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).
- AS.06.02 Apply principles of comparative anatomy and physiology to uses within various animal systems.
- AS.06.03 Select and train animals for specific purposes and maximum performance based on anatomy and physiology.
- AS.07.01 Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.
- AS.07.02 Analyze biosecurity measures utilized to protect the welfare of animals on a local, state, national, and global level.
- AS.08.01 Design and implement methods to reduce the effects of animal production on the environment.
- AS.08.02 Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.
- CRP.01.02 Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.
- CRP.01.03 Identify and act upon opportunities for professional and civic service at work and in the community.
- CRP.04.01 Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
- CRP.04.02 Produce clear, reasoned and coherent written and visual communication in formal and informal settings.
- CRP.05.01 Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.
- CRP.08.01 Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

- CRP.10.01 Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.
- CRP.10.02 Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.
- CRP.12.01 Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.
- CRP.12.02 Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).
- CS.01.03 Identify public policies and examine their impact on AFNR systems.
- CS.02.02 Examine the components of the AFNR systems and assess their impact on the local, state, national and global society and economy.
- CS.05.01 Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).
- CS.05.02 Examine and choose career opportunities that are matched to personal skills, talents, and career goals in an AFNR pathway of interest.