



LAWRENCE COUNTY CAREER AND TECHNICAL CENTER

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UbD Curriculum Overview

Department	Veterinary Assistant		
Course Name	Beginner Veterinary Assistant		
Course Summary	The Veterinary Assistant Program is designed to prepare students for an entry level position in a veterinary hospital or clinic. Individuals will learn veterinary career skills, veterinary medical terminology, veterinary anatomy and physiology, preventative medicine and common diseases, veterinary ethics and laws, medical records and scheduling, safe handling and restraint techniques, animal behavior, examination procedures, pharmacy procedures, laboratory procedures, radiology procedures, animal nursing skills, surgical assisting procedures, therapeutic techniques and grooming, sanitation and cleaning, breeds and breeding, external parasitology, and zoonotic diseases. This program prepares students to succeed in a post-secondary Veterinary Technician program. Careers opportunities as a Veterinary Assistant, Veterinary Technician/Veterinary Technologist, Veterinarian, Groomer, Animal Control Worker, Nonfarm Animal Caretakers, and Animal Trainer.		
Unit Name	Orientation and Safety		
Grade Level(s)	10	Time / Duration	1 Day
Created (Date)	09/21/21	Revised (Date)	

Standards Addressed

List all standards that will be addressed during the unit.

- Differentiate between the tasks and roles of veterinary team members



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- Differentiate between the professions within the veterinary industry
- Differentiate between the areas within the veterinary facility
- Recognize normal and abnormal animal behavior patterns
- Follow personal safety measures (PPE)
- Identify potential zoonotic diseases
- Follow isolation procedures
- Differentiate between disposal of various types of hazardous material
- Practice sanitation and disinfection techniques within the veterinary facility
- Follow OSHA standards
- Solve basic medical math necessary for the profession
- Comply with veterinary practice, local, state, and federal laws

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Veterinary Team Members 2. Clinic Designs 3. OSHA/SDS/PPE 4. Normal and Abnormal Behavior for Animal 5. Cleaning and Disinfecting 6. Medical Math 7. Veterinary Law
Transfer	<i>Students will be able to independently use their learning to...</i> •
Meaning	<i>Students will understand that...</i> •
Essential Questions	1. Veterinary Team Members 2. Clinic Designs 3. OSHA/SDS/PPE 4. Normal and Abnormal Behavior for Animal 5. Cleaning and Disinfecting 6. Medical Math 7. Veterinary Law



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Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<i>Students will know...</i> • Difference between veterinary team members • Difference between places in the veterinary clinic • OSHA, SDS, Veterinary Laws
Skills	<i>Students will be skilled at (be able to do)...</i> • Medical Math • Identify Potential Zoonotic Diseases • Follow PPE guidelines

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation • Completion of worksheets Summative Evaluation • Completion and participation in lecture	Performance Task(s) / Think: • Demonstrate medical math Other Evidence: • Proficient score on exam on the topic

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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Resources

- Many of these topics are NOCTI content questions meaning that proficient scoring on the material is essential for a passing score on this section in the NOCTI test.
- For the Medical Math I will pull the essential concepts based off of my experience and suggestions from my OAC members to limit the amount of content expected of each student.
- Lecture, worksheets, hands-on activities, exams will be completed for each task stated above
- OAC members, my field experience, various veterinary assisting textbooks



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Unit Name	Office and Hospital Procedures		
Grade Level(s)	10	Time / Duration	1 Day
Created (Date)	12/13/21	Revised (Date)	

Standards Addressed

List all standards that will be addressed during the unit.

- Greet Clients
- Schedule Appointments
- Prepare forms and certificates
- Admit a patient
- Discharge a patient
- Perform a basic filing and retrieving of medical records
- Perform basic veterinary medical record keeping procedures
- Use veterinary software programs
- Utilize veterinary medical terminology and abbreviation
- Invoice, bill, and collect payment on account procedures
- Answer and direct phone calls
- Recognize and respond appropriately to veterinary medical emergencies by notifying the appropriate hospital personnel
- Request and transfer records to and from other veterinary facilities
- Manage basic inventory supplies and restock shelves (e.g. office supplies, retail supplies)



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Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Understanding Veterinary Medical Paperwork 2. Client Communication 3. Office Procedures 4. Hospital Procedures
Transfer	<i>Students will be able to independently use their learning to...</i> •
Meaning	<i>Students will understand that...</i> •
Essential Questions	1. Understanding Veterinary Medical Paperwork 2. Client Communication 3. Office Procedures 4. Hospital Procedures

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<i>Students will know...</i> • The overview of admitting and discharging patients • What information is found on a Rabies Certificate • Basic inventory and restocking
Skills	<i>Students will be skilled at (be able to do)...</i> • Client Communication • Completing Veterinary Paperwork • Completing Veterinary Procedures

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation • Completion of worksheets design by teacher Summative Evaluation • Completion and participation in lecture	Performance Task(s) / Think: • Demonstrate basic inventory and restocking • Demonstrate completion of veterinary paperwork • Demonstrate appropriate client communication



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Other Evidence:

- Proficient score on exam on the topic

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

-

Resources

- Many of these topics are NOCTI content questions meaning that proficient scoring on the material is essential for a passing score on this section in the NOCTI test.
- For completion of the veterinary paperwork I will pull the essential concepts based off of my experience and suggestions from my OAC members to ensure the material is pertinent to the area's expectations of paperwork.
- Lecture, worksheets, hands-on activities, exams will be completed for each task stated above
- OAC members, my field experience, various veterinary assisting textbooks are used and utilized to complete and make lessons.

UbD Curriculum Overview

Department

Veterinary Assistant

Course Name

Beginner Veterinary Assistant

Course Summary

The Veterinary Assistant Program is designed to prepare students for an entry level position in a veterinary hospital or clinic. Individuals will learn veterinary career skills, veterinary medical terminology, veterinary anatomy and physiology, preventative medicine and common diseases, veterinary ethics and laws, medical records and scheduling, safe handling and restraint techniques, animal behavior, examination procedures, pharmacy procedures, laboratory procedures, radiology procedures, animal nursing skills, surgical assisting procedures, therapeutic techniques and grooming, sanitation and cleaning, breeds and breeding, external parasitology, and zoonotic diseases. This program prepares students to succeed in a post-secondary Veterinary Technician program. Careers opportunities as a Veterinary Assistant, Veterinary Technician/Veterinary Technologist, Veterinarian, Groomer, Animal Control Worker, Nonfarm Animal Caretakers, and Animal Trainer.

Unit Name

Communications and Client Relations



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Grade Level(s)	10	Time / Duration	1 Day
Created (Date)	12/13/21	Revised (Date)	

Standards Addressed

List all standards that will be addressed during the unit.

- Use verbal and written client communication
- Follow ethical rules of conduct in the veterinary profession
- Demonstrate knowledge of the human-animal bond
- Demonstrate professional appearance and language in the workplace
- Use electronic devices / communications according to workplace policies (e.g. cell phone usage, text messaging, social networking, digital photography etc)

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Client Communication 2. Understanding Human-Animal Bond 3. Demonstrate Professionalism
Transfer	<i>Students will be able to independently use their learning to...</i> •
Meaning	<i>Students will understand that...</i> •
Essential Questions	1. Client Communication 2. Understanding Human-Animal Bond 3. Demonstrate Professionalism

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition	
Knowledge	<i>Students will know...</i> • Human-animal bond • Professional dress • Veterinary Ethics
Skills	<i>Students will be skilled at (be able to do)...</i> • Client Communication • Demonstrating professionalism • Demonstrate understanding of human-animal bond



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Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation - Completion of worksheets design by teacher Summative Evaluation - Completion and participation in lecture	Performance Task(s) / Think: - Demonstrate understanding of human-animal bond - Demonstrate professionalism - Demonstrate understanding of human-animal bond Other Evidence: - Proficient score on exam on the topic

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

-

Resources

- Many of these topics are NOCTI content questions meaning that proficient scoring on the material is essential for a passing score on this section in the NOCTI test.
- For completion of the veterinary content the will material will be based on the essential concepts based from my vocational experience and suggestions from my OAC members to ensure the material is pertinent to the area's expectations of paperwork.
- Lecture, worksheets, hands-on activities, exams will be completed for each task stated above
- OAC members, my field experience, various veterinary assisting textbooks are used and utilized to complete and make lessons.



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Unit Name	Small Animal Nursing		
Grade Level(s)	10	Time / Duration	1 Day
Created (Date)	02/11/22	Revised (Date)	

Standards Addressed

List all standards that will be addressed during the unit.

- Provide routine record keeping and observation of hospitalized patients
- Utilize terminology, illustrate the structure and function, and describe common diseases of the sensory system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the integumentary system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the skeletal system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the muscular system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the respiratory system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the circulatory system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the immune system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the digestive system



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- Utilize terminology, illustrate the structure and function, and describe common diseases of the urinary system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the endocrine system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the reproductive system
- Utilize terminology, illustrate the structure and function, and describe common diseases of the nervous system
- Monitor / restrain patients for fluid therapy and record observations
- Administer oral medication (dog and cat)
- Administer ear medication (dog and cat)
- Administer eye medication (dog and cat)
- Follow patient treatment plan
- Locate and lay out materials needed for bandage application
- Select, identify, and use grooming equipment
- Comb and brush patients
- Clean external ear canals
- Trim nails of a patient
- Identify location of / and problems associated with anal glands
- Bathe a patient
- Dip a patient
- Prepare food according to treatment plan
- Clean and disinfect a kennel cage
- Provide care and maintenance of nursing equipment
- Identify procedures and process of euthanasia and post mortem care
- Evaluate capillary refill time (CRT) and assess normal mucous membranes

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. How to properly trim a patient's nail 2. Understand numerous body systems 3. How to utilize appropriate grooming equipment
Transfer	<i>Students will be able to independently use their learning to...</i> •
Meaning	<i>Students will understand that...</i> •
Essential Questions	1. How to properly trim a patient's nail 2. Understand numerous body systems 3. How to utilize appropriate grooming equipment



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Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge

Students will know...

- Common grooming equipment
- Numerous body systems
- Identify procedures and process of euthanasia

Skills

Students will be skilled at (be able to do)...

- Trimming nails
- Bathing a patient
- Clean and disinfect a kennel

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)

Formative Evaluation

- Completion of worksheets design by teacher

Summative Evaluation

- Completion and participation in lecture

Assessment Evidence

Performance Task(s) / Think:

- Trimming Nails
- Bathing a patient
- Clean and disinfect a kennel

Other Evidence:

- Proficient score on exam on the topic (summative)



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Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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Resources

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Unit Name	Surgical Preparation and Assisting		
Grade Level(s)	10	Time / Duration	1 Day
Created (Date)	12/13/21	Revised (Date)	



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Standards Addressed

List all standards that will be addressed during the unit.

- Prepare surgical equipment and supplies
- Sterilize instruments and sanitize supplies
- Operate and maintain autoclaves
- Identify common instruments
- Identify common suture materials, types and sizes
- Assist with preparation of patients using aseptic technique
- Assist with positioning of surgical patients
- Assist with postoperative patient care
- Maintain the surgical log
- Maintain proper operating room conduct and asepsis
- Perform post-surgical clean up
- Fold surgical gowns and drapes
- Maintain operating room sanitation and care
- Clean and maintain surgical instruments

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. How to properly fold a surgical gown 2. Maintain operating room sanitation and care
Transfer	<i>Students will be able to independently use their learning to...</i> •
Meaning	<i>Students will understand that...</i> •
Essential Questions	1. How to properly fold a surgical gown 2. Maintain operating room sanitation and care

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<i>Students will know...</i> • Maintain operating room sanitation and care • Maintain surgical log • Common suture material and type
Skills	<i>Students will be skilled at (be able to do)...</i> • How to fold a surgical gown



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- Clean and maintain surgical instruments
- Wrap a surgical pack

Stage 2 - Assessments / Evidence of Learning

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Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation • Completion of worksheets design by teacher Summative Evaluation • Completion and participation in lecture	Performance Task(s) / Think: • Fold Surgical Gown • Clean and Maintain surgical instruments • Wrap a surgical pack
	Other Evidence: • Proficient score on exam on the topic

Stage 3 - Learning Plan

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