2027

Veterinary Science

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2027 Updates

Below is a summary of updates to the Veterinary Science CDE Handbook for the 2027 convention cycle. We plan to release handbook changes that may impact instruction in June of the year prior, but may finalize smaller updates through February of the competition year. All updates and changes aim to provide a positive, relevant experience for all competitors.

HANDBOOK UPDATE:

June 2026

- Updated Skills, Competencies and Knowledge section to reflect the 2024 Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards.
- Updated the editions for the reference text, McCurnin's Clinical Textbook for Vet Technicians to the latest 2 editions (10th and 11th)
- Added relevant Endorsed Activities to Resources

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Refer to the National FFA Career and Leadership Events webpage on FFA.org for the most up-to-date career and leadership development handbook edition.

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FFA VISION

Growing the next generation of leaders who will change the world.

FFA MISSION

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

FFA CODE OF CONDUCT

FFA members participating in National FFA programs understand and agree to abide by the National FFA Code of Conduct at: https://ffa.app.box.com/s/x6l21kovv4x9tgiegy73mei30zvlip5i

Guiding Principles

National awards and competitive events should:

1. Inspire members to explore, learn, and be prepared for future careers related to the AFNR career pathways and FFA AFNR Value Chain.
2. Recognize achievements in skill development and knowledge, including:
    a. leveraging relevant technologies
    b. utilizing creative problem-solving
    c. meeting developmentally appropriate learning objectives (Bloom's Taxonomy)
    d. utilizing employability skills (teamwork, communication, collaboration)
3. Be accessible and engaging for all students and FFA members.
4. Provide awards and recognition opportunities for students at all levels.
5. Work with other groups to utilize or partner with existing experiences.
6. Provide feedback that promotes personal and professional growth.

Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards

The National Council for Agricultural Education has granted the National FFA Organization permission to use the National Agricultural, Food, and Natural Resources (AFNR) Career Cluster Content Standards in the development of its educational resource materials. The National Council for Agricultural Education is the owner and developer of the National AFNR Content Standards ©2024 and reserves all rights to the original material used here with permission

The AFNR Career Pathway Standards provide state agricultural education leaders and educators with a high-quality, rigorous set of standards to guide what students should know and be able to do upon completing a program of study in each AFNR career pathway. For a complete set of the standards, please visit the 2024 AFNR Content Standards. The standards alignments for this event can be found in the Career and Leadership Development Events Alignments to AFNR Content Standards document.

The National FFA Organization has adopted the AFNR Content Standards and integrated them into national award and recognition programs for the benefit of members, school administration and agriculture as a whole.

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Professional Integrity

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FFA members participating in national FFA programs and events understand and agree that all work must result from their own effort and ability, created, and completed alone (except for partner or chapter applications). When outside sources (direct quotes or phrases, specific dates, figures, or other materials) are used for a project, document, or application, the required reference citation must be completed according to the rules specified by the applicable handbook.

While participating in National FFA programs, FFA members are prohibited from:

- Plagiarizing
- Violating copyright
- Cheating
- Falsifying information
- Using another person's results or thoughts as their own, even with this person's permission. This includes work done by a family member or a mentor.
- Using information or data obtained from the internet without proper citation.

Any attempt to gain an unfair advantage will not be tolerated. Non-compliance represents plagiarism and will automatically disqualify a member.

Use of Artificial Intelligence (AI) for National Programs and Events

Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. As AI continues to evolve, it can be a tremendous tool to help companies, organizations and individuals enhance their productivity and work. Therefore, the National FFA Organization allows the use of AI tools. FFA members may use AI tools, such as ChatGPT, Gemini, and CoPilot, to assist them in their learning.
Appropriate uses of AI may include:

- generating ideas for any FFA-related assignments, projects, contests and award applications
- checking facts of a phenomenon
- checking for and correcting grammatical errors in a paper written by a member

For more information, please see the Standard Operating Procedures on the Use of Artificial Intelligence (AI) for National Programs and Events document.

Member Safety

At National FFA, we're committed to creating a safe, inclusive, and supportive environment for all members— students, educators, and families alike. We believe in fostering premier leadership, personal growth, and career success, and that starts with a community built on respect and professionalism. These guidelines outline the expectations for behavior and conduct across all FFA activities and spaces. By upholding these principles, members help ensure FFA remains a place where everyone can thrive.

Please take a moment to review these policies, here (Member Safety at FFA.org), which includes an agreement to abide by the National FFA Code of Conduct. Adherence is essential—violations may result in disciplinary action, including restricted access to events.

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CAREER AND LEADERSHIP DEVELOPMENT EVENTS GUIDELINES

POLICIES AND GUIDELINES

I. Eligibility of Students

a. Eligibility is based on the National FFA membership year (August 1–July 31)—not a school's academic calendar or "rising grade" designation.
b. Each student must be a student FFA member on the current roster in good standing with the local chapter, state FFA association, and the National FFA Organization during the school year in which the student qualified to participate at the national level.
c. If a student's name is not on the chapter's official roster, please work with the National FFA membership team to update the membership before the national event.
d. The student, at the national event, must be:
    i. A secondary education (grades 7-12) FFA member during the school year in which the participant qualified to participate at the national level as determined by the roster at the time of qualifying.
    ii. A graduating senior is eligible to compete in state and national career and leadership development events up to and including their first national convention following graduation.)
    iii. Participants in the Creed Speaking and Conduct of Chapter Meetings LDEs must qualify as a 7th, 8th, or 9th grade member.
e. If a student moves to a different chapter or a different state once the student has qualified as a state representative in an event, that student may be allowed to compete in the national event with the school they qualified with during the qualifying year.
f. A student may only participate in the same official CDE/LDE once. No student may participate in more than one National FFA event each year.
g. Each student participating in a national event must complete an online Waiver and release of Liability through the convention registration system.

II. Selection/Certification of State Teams

a. Each state will submit a team declaration form by July 1, before the national FFA convention. Participation in each declared event will incur an entry processing fee. State Staff Declaration Instructions
b. Each team will be composed of the number of members determined by the specific event rules and formats. The members of a state team must be from the same chapter.
c. All students must be certified online by the designated deadline of Sept. 1 or within 10 days of the qualifying date if after the deadline. Advisors or state staff must certify members in each event by the certification deadline.How to certify a team or member Instructions
d. Once the original certification has been completed, no member may be added without first deleting a member. (See III. Drop/Add Process).
e. State staff shall approve students are eligible (See I. Eligibility of Students). State Staff Certification Approval Instructions If an ineligible student participates in any career or leadership development event, the member will be disqualified, which may also impact the team's ranking.
f. States may approve teams comprised of fewer members than the required members.
g. Substitutions of any student or team are subject to the determination and approval of the state association.
h. If reputable international competitions invite teams to competition the national organization will certify National FFA Career and Leadership Development Event winners for international competition when states request. This is with the understanding that the state team will provide their travel expenses.

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III. Drop/Add Process

a. If a student needs to be substituted or dropped, the online drop/add process must be used to substitute or drop the team member. A team member must be dropped before another team member may be substituted. How to Drop/Add a team member Instructions
b. The Drop/Add must be submitted one hour before the first event component or official activity of an event as listed in the schedule of events. Changes will not be permitted after this time.
c. Members added to any team must meet all the eligibility and membership requirements described in this Guide's other sections.
d. Substitutions may be allowed after the online document submission date (See individual Event Handbooks for details).

IV. Disqualification

a. FFA members participating in national FFA programs and events understand and agree that all work must result from their effort and ability, created and completed alone (except for partner or chapter applications). Details about Professional Integrity, the Use of Artificial Intelligence (AI) for National Programs and Events, and the National FFA Code of Conduct are included in event handbooks.
b. Any verbal or non-verbal communication between students during an event that is not part of the event will be sufficient cause to eliminate the team member involved from the career development event.
c. Teams or students arriving after the career development event has begun may be disqualified or penalized. This includes a zero or lower score for that team or student for the missed section of the career or leadership development event.
d. Any assistance given to a student from any source other than the career development event officials or assistants will be sufficient to disqualify that student from the career and leadership development event.
e. Event superintendents may stop any student if they deem their manner hazardous to themselves or others. Such action may result in a zero or lower score for that student for that section of the career or leadership development event.
f. Students who start an event and do not complete it without notifying event officials at the time of departure may be disqualified. This can affect the overall team rank and position; in some events, it could also disqualify the entire team.
g. Students will not be allowed to utilize personal electronic communication devices other than those approved by the event officials during the entire event. Students who access personal electronic communication devices without prior approval from the event officials may be disqualified from the national event.
h. Any CDE/LDE student, team, advisor, or coach who is proven to have gained access to event materials intended for or utilized by the event committee during the competition will be disqualified from the national event

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Purpose

The purpose of the veterinary science career development event is to promote college and career readiness by providing students with opportunities to develop technical knowledge and demonstrate practical skills in the field of veterinary science.

Objectives

Participants will demonstrate professional ethics, decision-making, business competency, communication and problem-solving skills.

Participants will demonstrate technical competency with small and large animals in the areas of:

- Anatomy and physiology.
- Clinical procedures.
- Identification.
- Health and safety.
- Medical terminology.
- Veterinary math applications.

Event Rules

Review the Career and Leadership Development Event Policy and Guidelines for information on eligibility, selection, certification, team member changes, disqualification and more. **General Information for National Competition** can provide general guidance on preparing for national competition.

Any participant possessing an electronic device in the event area is subject to disqualification.

Teams will consist of four members, with all members' scores counting toward the total team score.

The event committee reserves the flexibility to add or remove elements, such as practicums, scoring mechanisms, tools lists, etc., allowing events to adapt and evolve. This can enhance the experience, engagement, and evaluation process. The specifics would be contingent on the event's nature and goals. Refer to the Timeline for Annual CDE/LDE Changes for a schedule of future handbook release dates.

DRESS CODE:
All participants must wear either scrubs (solid-color tops and bottoms) or a polo with slacks for the practical application of the event. All participants must wear closed-toe, closed-heel and flat shoes (no clogs, sandals or flip-flops). For safety and sanitary reasons, jewelry will be limited to stud earrings, a plain wedding band, and a medical alert bracelet or necklace. Bracelets, necklaces, and dangling earrings are prohibited during the competition.

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TOOLS AND EQUIPMENT

National FFA will provide the specific tools and equipment needed to complete practicums. This includes the following items:

- Pencils
- Calculators
- Clipboards
- Paper

Event Format

ANNUAL FOCUS AREAS

The Veterinary Science Career Development Event (CDE) centers around two case-based scenarios. These scenarios encompass general knowledge, identification skills, clinical practice, handling and restraint techniques, as well as team activities. For information on the specific focus areas for the annual national event, please refer to the 2027 Scenario Focus Areas, which provide details and resources for event preparation. Additionally, the 2027 Scenario Resource Guide, set to be available in January 2027, will include annual practicums and rubrics.

INDIVIDUAL ACTIVITIES (300 POINTS)

GENERAL KNOWLEDGE – 100 POINTS

The objective of general knowledge is to determine team members' broad understanding of the veterinary science field. General knowledge will be demonstrated during the history and scenario demonstrations.

Topics for the exam may include the following:

- Behavior
- Disease (causes and sources, signs and clinical signs)
- Medical records
- Medical terminology
- Anatomy/Physiology/Radiology
- Body Condition Score: Dog, Cat, Beef Cattle, Dairy Cattle, Equine
- Regulations (OSHA: Federal Occupational Safety and Health Administration; GHS: Globally Harmonized System for Hazard Communication; SDS: Safety Data Sheets)
- Patient management
- Facility management
- Practice management
- Genetics
- Nutrition
- Husbandry

MATH APPLICATIONS QUESTIONS – 100 POINTS

The math questions will vary based on the scenario. Questions may include conversions, dose calculations, dilutions, cost calculations and invoices.

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IDENTIFICATION – 100 POINTS

Participants will identify equipment, parasites, breeds/species, and anatomy/physiology/radiology. Identification lists are located at the end of this handbook. Lists are provided twice; one set of lists with numbers and a second set without numbers as used at the national event.

- *Equipment*
  Participants will identify pieces of equipment (actual equipment and photos). They will also need to have general knowledge about the use of each item.
- *Parasites/Microscopic)*
  Participants will identify parasites (specimen and photos) and explain the life cycles of selected parasites. Participants will identify microscopic organisms.
- *Breeds*
  Participants will identify breeds of small and large animals (photos).
- *Anatomy/Physiology/Radiology*
  Participants will identify anatomical structures of clinical relevance, focusing on the areas outlined in the Scenario Resource Guide.

PRACTICUMS

Participants will demonstrate up to eight clinical, handling or restraint activities. The practicums will be determined based on the scenario. Approximately 6 minutes will be allotted for each practicum depending on the activities selected each year. Participants are expected to talk through the steps to a judge as they are scored. Judges may ask participants for clarification on the steps performed.

Clinical Applications (50 points each)	Page
Administer Oral Tablets/Capsule	20
Administering Aural Medication	21
Administering an Intramuscular Injection	22
Administering Ophthalmic Medication	23
Administering a Subcutaneous Injection	24
Applying an Electronic Ear Tag to Livestock	25
Applying a Standing Wrap on a Horse	26
Bandage Removal	27
Cystocentesis in Companion Animals	28
Ear Notching for Identification in Piglets	29
Fecal Flotation with Fecalyzer	30
Filling a Syringe for Injection	31
Fine Needle Biopsy – Aspirate	32
Opening a Surgery Pack	33
Prepare a Surgical Pack for Sterilization	34
Prescription Filling	35
Removal of Sutures	36
Surgical Site Preparation	37
Swabbing a Lesion	38
Using A Microscope-Dry	39
Using A Microscope-Oil Immersion	40

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Handling and Restraint (30 points each)	Page
Applying a Cat Muzzle	41
Applying a Lead Chain on a Horse Under the Chin	42
Applying Elizabethan Collar	43
Applying Gauze Dog Muzzle	44
Applying Nylon Dog Muzzle	45
Haltering a Horse	46
Haltering Ruminants	47
Lifting a Hind Foot of a Horse	48
Placing a Tail Tie	49
Removing a Cat from a Cage and Wrap in a Fear-Reduced Manner	50
Removing Dog from Floor Level Cage to Restrain for Lateral Saphenous Venipuncture	51
Restraint of a Piglet	52
Restraint of a Rabbit	53
Restraint of the Cat for Cephalic IV Catheter Placement	54
Restraint of the Cat for Jugular Venipuncture	55
Restraint of the Cat in Lateral Recumbency for Femoral Venipuncture	56
Restraint of the Dog for Cephalic Venipuncture	57
Restraint of the Small Dog for Jugular Venipuncture	58
Snare Restraint of the Pig	59

TEAM ACTIVITY (300 POINTS)

Teams will use the information gathered from the scenario(s) presented during the individual activities to complete the team activity. After each student completes their individual components, the team will convene to discuss the scenario they just completed. Students may be provided with additional data needed to present their findings as a team. The team will have 15 minutes to finalize their findings.

After preparation, the team will provide an oral consultation/review that explains the team's findings and responds to questions from the judges about those findings and the rationale. Each team will be allowed a maximum of 15 minutes with the judges. All team members are expected to participate throughout the team activity.

Resources provided for the team activity may include diagnostic information such as blood work, a synopsis of the disease state, treatment recommendations, and cost information. The team should be prepared to present their findings in various formats, including to a client, the general public, or a veterinary professional.

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Scoring

Activities	Total Individual Points	Total Team Points
General Knowledge	100	400
Identification	100	400
Math application	100	400
Practicums	160 - 400	640 - 1,600
Team activity		300
TOTAL	460 - 700	2,140 – 3,100

TIEBREAKERS

Teams

Team tiebreakers will be settled in the following order:

1. Combined individual practicum total score
2. Combined individual math application total score

Individuals

Individual tiebreakers will be settled in the following order:

1. Combined practicum score
2. Combined math application

Awards

Awards will be presented at the awards ceremony to individuals and teams based on their rankings. Advisors of cash award recipients will receive information about claiming their award following the convention. Guidelines for amounts and recipients of cash awards can be found here.

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References

This list of references is not intended to be all-inclusive.

Other sources may be utilized, and teachers are encouraged to use the best instructional materials available. Make sure to use discretion when selecting website references using only reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

Past CDE materials and other resources are available by logging in to FFA.org.

- Small Animal Care and Management. Warren. ISBN: 978-1-4180-4105-2
- McCurnin's Clinical Textbook for Vet Technicians, the latest two (2) editions (10th and 11th). ISBN 978-1-4377-2690-0
- Laboratory Procedures for Veterinary Technicians, 7th edition, Sirois, Margi. ISBN 9780323595384
- Veterinary Instruments and Equipment: A Pocket Guide. Sonsthagen. ISBN: 978-0323032032
- American Kennel Club, http://www.akc.org/index.cfm
- Cat Fanciers' Association, https://cfa.org/breeds/
- American Rabbit Breeders Association, http://www.arba.net/
- Cattle Breeds, http://afs.okstate.edu/breeds/
- Medical Mathematics and Dosage Calculations for Veterinary Professionals. Bill, Robert. ISBN: 978-08138263
- National Vet Science Math Practicum Units of Measurement, standard formulas and conversions for students to use as they may appear on the Math Practicum, FFA.org
- https://todaysveterinarypractice.com/
- atdove.com
- Cat & Dog: https://www.purinainstitute.com/centresquare/nutritional-and-clinical-assessment/purina-body-condition-system
- Horse: https://ker.com/wp-content/uploads/body-condition-score-chart.pdf
- Microscopes: https://www.ncbionetwork.org/educational-resources/videos/use-and-care-microscope

Related Endorsed Activities

We are partnering with other organizations to create a variety of National FFA Endorsed Activities. These activities are not limited to FFA members. Recognition will not take place at national convention and will be at the discretion of the partner organization. More information about National FFA Endorsed Activities can be found here.

- **The DeBruce Foundation's Agilities™:** Discover the skills that will help you succeed in school, CDEs, LDEs, and future careers! The DeBruce Foundation's Agilities™ resources help you understand your strengths and interests, explore career possibilities, and build stronger teams. Visit Agilities.org to learn more and access free resources or take the 15-minute Agile Work Profiler™ assessment, here.

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- **American Royal FFA Livestock Judging Contest:** The American Royal FFA Livestock Judging Contest is a prestigious and high-quality contest crafted for selected contestants from across the nation to compete, as a team and individually, to evaluate elite classes of livestock (cattle, hogs, sheep, and goats).
- **DEKALB Agricultural Accomplishment Award:** Bayer Crop Science is proud to support the National FFA Organization by sponsoring the 79th annual DEKALB Agricultural Accomplishment Award. The DEKALB Agricultural Accomplishment Award is awarded to one FFA student (senior) per chapter who exemplifies scholarship, commitment, work ethic and passion for pursuing a career in agriculture. These students demonstrate promising young talent and are the rising stars of agriculture. Students are nominated for this award by their FFA advisors.
- **Hoard's Dairyman Cow Judging Contest:** The Hoard's Dairyman Cow Judging Contest allows students to learn and hone their dairy cow judging skills in a setting that doesn't require access to live cattle for evaluation. The competition is formatted as five pictorial classes of four cows each, with the materials available in print or web-based format for evaluation. Participants apply their judging knowledge and compare their results against those of official dairy cattle judges.
- **Make48:** The Make48 Innovation Experience is a hands-on, problem-solving challenge designed to bring innovation to classrooms. Students work in teams to tackle real-world challenges, creating prototypes and pitching ideas that meet specific criteria provided by industry partners. Participating schools will have the opportunity to compete in a national bracket, showcasing their prototypes on a larger stage and competing to earn an invitation to a regional playoff and featured on Make48's long-running television series.
- **World Dairy Expo:** World Dairy Expo's FFA Dairy Judging Competition invites top FFA chapters from across the nation to test their skills on one of the industry's most prestigious stages in Madison, Wisconsin. Held in conjunction with World Dairy Expo, the contest challenges students to evaluate elite dairy cattle classes drawn directly from the cattle participating in this world-class event, which showcases the best cattle in North America. More than a competition, it offers young leaders an opportunity to connect with the dairy industry at its highest level and be part of an event that defines excellence in dairy cattle evaluation.

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Equipment and Materials Identification List

- Anesthetic machines
- Autoclave
- Autoclave tape indicator
- Backhaus towel clamps
- Balling gun
- Bandaging material — Elasticon
- Bandaging material — roll gauze
- Bandaging material — vet wrap
- Bands (castration or docking)
- Cat bag
- Catheter — IV
- Catheter — Tomcat urinary
- Cattle Handling Restraint Device
- Cautery
- Centrifuge
- Chemical indicator strips
- Dehorner — Barnes
- Dehorner — electric
- Dental scaler
- Dental/Power Float
- Ear notcher
- Elastrator
- Electronic ID Reader
- Elizabethan collar
- Emasculators
- Endotracheal tubes
- Fecal loop
- Fecalyzer
- Fetal extractor — calf
- Forceps — Allis tissue
- Forceps — Babcock tissue
- Forceps — Brown-Adson thumb
- Forceps — Crile
- Forceps — Kelly
- Forceps — Rat tooth thumb
- Forceps —Rochester Carmalt
- Hog snare
- Hoof knife
- Hoof rasp
- Humane Twitch
- IV Fluid Bag
- Large Animal Ear Tagger
- Muzzle — basket
- Muzzle — nylon
- Needle holder — Olsen-Hegar
- Obstetrical chain and handle
- Ophthalmoscope
- Otoscope
- Pig tooth nippers
- Rumen magnet
- Scalpel blade
- Scalpel handle
- Scissors — Lister bandage
- Scissors — Mayo dissecting
- Scissors — Metzenbaum dissecting
- Scissors — Utility Bandage
- Silver nitrate sticks
- Snook ovariohysterectomy hook
- Speculum — Equine
- Speculum — Frick/Bovine
- Staple remover
- Stethoscope
- Syringe — automatic, multi-dose
- Syringe — Leur Lock
- Syringe — Slip Tip
- Tattooing instruments
- Thermometer
- Tonometer
- Trocar and cannula

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Parasite/Microscopic Identification List

- Avian red blood cell (erythrocyte)
- Calcium oxalate crystals
- Cat Warble (Genus *Cuterebra*)
- Cocci (bacteria)
- Coccidia (Genus *Isospora* or *Eimeria*)
- Demodectic Mite (Genus *Demodex*)
- Ear Mite (Family *Psoroptidae*; Genus *Otodectes*)
- Eosinophils
- Flea Tapeworm Egg (Genus *Dipylidium*)
- Flea Tapeworm Segment (Genus *Dipylidium*)
- Giardia (Genus *Giardia*)
- Heartworm Adult (Genus *Dirofilaria*)
- Heartworm Microfilaria (Genus *Dirofilaria*)
- Hookworm Adult (Family *Ancylostomatidae*; Genus *Ancylostoma*, *Uncinaria*, *Bunostomum* or *Globocephalus*)
- Hookworm Egg (Family *Ancylostomatidae*; Genus *Ancylostoma*, *Uncinaria*, *Bunostomum* or *Globocephalus*)
- Horse Strongyles (Family *Strongylidae*; Genus *Strongylus*)
- Liver Fluke (Class Trematoda; Genus *Fasciola*, *Fascioloides* or *Dicrocoelium*)
- Mammalian red blood cell (erythrocyte)
- Mast cells
- Mosquito Larva (Family *Culicidae*; Genus *Anopheles*, *Culex* or *Aedes*)
- Neutrophils
- Platelets
- Rods (bacteria)
- Roundworm Adult (Family *Ascarididae* or *Toxocaridae*; Genus *Toxocara*, *Toxascaris*, *Ascaris*, *Parascaris* or *Neoascaris*)
- Roundworm Egg (Family *Ascarididae* or *Toxocaridae*; Genus *Toxocara*, *Toxascaris*, *Ascaris*, *Parascaris* or *Neoascaris*)
- Sarcoptic Mite (Family *Sarcoptidae*; Genus *Sarcoptes* or *Notoedres*)
- Struvite crystals (triple magnesium phosphate)
- Taenia Tapeworm Egg (Family *Taeniidae*; Genus *Taenia*)
- Taenia Tapeworm Segment (Family *Taeniidae*; Genus *Taenia*)
- Tick — American Dog (Family *Dermacentor*; Genus *variabilis*)
- Tick — Black Legged Deer (Family *Ixodes*; Genus *scapularis*)
- Tick — Brown Dog (Family *Rhipicephalus*; Genus *sanguineus*)
- Tick — Lonestar (Family *Amblyomma*; Genus *americanum*)
- Urate crystals
- Whipworm (Genus *Trichuris*)
- Whipworm Egg (Genus *Trichuris*)
- Yeast (cytology)

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Breed/Species Identification List

DOGS

Herding Group
- Australian Cattle Dog
- Australian Shepherd
- Border Collie
- Collie
- German Shepherd Dog
- Old English Sheepdog
- Pembroke Corgi

Hound Group
- Basset Hound
- Beagle
- Bloodhound
- Dachshund
- Greyhound
- Rhodesian Ridgeback

Non-Sporting Group
- Bichon Frise
- Boston Terrier
- Bulldog
- Chow Chow
- Dalmatian
- Poodle

Sporting Group
- Brittany Spaniel
- Cocker Spaniel
- English Setter
- German Shorthaired Pointer
- Golden Retriever
- Irish Setter
- Labrador Retriever
- Weimaraner

Terrier Group
- Bull Terrier
- Cairn Terrier
- Parson Russell Terrier
- Scottish Terrier
- West Highland White Terrier

Toy Group
- Cavalier King Charles Spaniel
- Chihuahua
- Miniature Pinscher
- Papillon
- Pekingese
- Pomeranian
- Toy Poodle
- Pug
- Shih Tzu
- Yorkshire Terrier

Working Group
- Bernese Mountain Dog
- Boxer
- Doberman Pinscher
- Great Dane
- Great Pyrenees
- Mastiff
- Newfoundland
- Rottweiler
- Saint Bernard
- Siberian Husky

CATS
- Abyssinian
- American Shorthair
- Burmese
- Maine Coon
- Manx
- Persian
- Ragdoll
- Russian Blue
- Siamese
- Sphynx

BIRDS
- African Gray Parrot
- Canary
- Cockatiel
- Cockatoos
- Love Birds
- Macaw
- Parakeet
- Sun Conure
- Zebra Finch

REPTILES
- Bearded Dragon
- Chameleon
- Gecko
- Iguana
- Ball Python
- Burmese Python
- Corn Snake

POULTRY
- Chicken — Cornish
- Chicken — Leghorns
- Chicken — Plymouth Rock
- Chicken — Rhode Island Red
- Duck
- Turkey

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SMALL MAMMALS
- Ferret
- Guinea Pig
- Hamster
- Hedgehog
- Mouse
- Rat

RABBITS
- Angora
- Californian
- Dutch
- English Spot
- Holland Lop
- Mini-Rex
- Netherland Dwarf
- New Zealand

DAIRY CATTLE
- Ayrshire
- Brown Swiss
- Guernsey
- Holstein
- Jersey

BEEF CATTLE
- Angus
- Brahman
- Charolais
- Hereford
- Shorthorn

HORSE
- Appaloosa
- Arabian
- Belgian
- Clydesdale
- Morgan
- Paint
- Percheron
- Quarter Horse
- Saddlebred
- Tennessee Walking Horse
- Thoroughbred

GOAT
- Nubian
- Angora
- Boer
- LaMancha

SHEEP
- Columbia
- Dorper
- Dorset
- Hampshire
- Merino
- Rambouillet
- Southdown
- Suffolk

SWINE
- American Landrace
- Berkshire
- Chester White
- Duroc
- Hampshire
- Yorkshire

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Equipment and Materials Identification List

101 Anesthetic machines
102 Autoclave
103 Autoclave tape indicator
104 Backhaus towel clamps
105 Balling gun
106 Bandaging material — Elasticon
107 Bandaging material — roll gauze
108 Bandaging material — vet wrap
109 Bands (castration or docking)
110 Cat bag
111 Catheter — IV
112 Catheter — Tomcat urinary
113 Cattle Handling Restraint Device
114 Cautery
115 Centrifuge
116 Chemical indicator strips
117 Dehorner — Barnes
118 Dehorner — electric
119 Dental scaler
120 Dental/Power Float
121 Ear notcher
122 Elastrator
123 Electronic ID Reader
124 Elizabethan collar
125 Emasculators
126 Endotracheal tubes
127 Fecal loop
128 Fecalyzer
129 Fetal extractor — calf
130 Forceps — Allis tissue
131 Forceps — Babcock tissue
132 Forceps — Brown-Adson thumb
133 Forceps — Crile
134 Forceps — Kelly
135 Forceps — Rat tooth thumb
136 Forceps —Rochester Carmalt
137 Hog snare
138 Hoof knife
139 Hoof rasp
140 Humane Twitch
141 IV Fluid Bag
142 Large Animal Ear Tagger
143 Muzzle — basket
144 Muzzle — nylon
145 Needle holder — Olsen-Hegar
146 Obstetrical chain and handle
147 Ophthalmoscope
148 Otoscope
149 Pig tooth nippers
150 Rumen magnet
151 Scalpel blade
152 Scalpel handle
153 Scissors — Lister bandage
154 Scissors — Mayo dissecting
155 Scissors — Metzenbaum dissecting
156 Scissors — Utility Bandage
157 Silver nitrate sticks
158 Snook ovariohysterectomy hook
159 Speculum — Equine
160 Speculum — Frick/Bovine
161 Staple remover
162 Stethoscope
163 Syringe — automatic, multi-dose
164 Syringe — Leur Lock
165 Syringe — Slip Tip
166 Tattooing instruments
167 Thermometer
168 Tonometer
169 Trocar and cannula

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Parasite/Microscopic Identification List

201 Avian red blood cell (erythrocyte)
202 Calcium oxalate crystals
203 Cat Warble (Genus Cuterebra)
204 Cocci (bacteria)
205 Coccidia (Genus Isospora or Eimeria)
206 Demodectic Mite (Genus Demodex)
207 Ear Mite (Family Psoroptidae; Genus Otodectes)
208 Eosinophils
209 Flea Tapeworm Egg (Genus Dipylidium)
210 Flea Tapeworm Segment (Genus Dipylidium)
211 Giardia (Genus Giardia)
212 Heartworm Adult (Genus Dirofilaria)
213 Heartworm Microfilaria (Genus Dirofilaria)
214 Hookworm Adult (Family Ancylostomatidae; Genus Ancylostoma, Uncinaria, Bunostomum or Globocephalus)
215 Hookworm Egg (Family Ancylostomatidae; Genus Ancylostoma, Uncinaria, Bunostomum or Globocephalus)
216 Horse Strongyles (Family Strongylidae; Genus Strongylus)
217 Liver Fluke (Class Trematoda; Genus Fasciola, Fascioloides or Dicrocoelium)
218 Mammalian red blood cell (erythrocyte)
219 Mast cells
220 Mosquito Larva (Family Culicidae; Genus Anopheles, Culex or Aedes)
221 Neutrophils
222 Platelets
223 Rods (bacteria)
224 Roundworm Adult (Family Ascarididae or Toxocaridae; Genus Toxocara, Toxascaris, Ascaris, Parascaris or Neoascaris)
225 Roundworm Egg (Family Ascarididae or Toxocaridae; Genus Toxocara, Toxascaris, Ascaris, Parascaris or Neoascaris)
226 Sarcoptic Mite (Family Sarcoptidae; Genus Sarcoptes or Notoedres)
227 Struvite crystals (triple magnesium phosphate)
228 Taenia Tapeworm Egg (Family Taeniidae; Genus Taenia)
229 Taenia Tapeworm Segment (Family Taeniidae; Genus Taenia)
230 Tick — American Dog (Family Dermacentor; Genus variabilis)
231 Tick — Black Legged Deer (Family Ixodes; Genus scapularis)
232 Tick — Brown Dog (Family Rhipicephalus; Genus sanguineus)
233 Tick — Lonestar (Family Amblyomma; Genus americanum)
234 Urate crystals
235 Whipworm (Genus Trichuris)
236 Whipworm Egg (Genus Trichuris)
237 Yeast (cytology)

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Breed/Species Identification List

DOGS

Herding Group
301 Australian Cattle Dog
302 Australian Shepherd
303 Border Collie
304 Collie
305 German Shepherd Dog
306 Old English Sheepdog
307 Pembroke Corgi
308

Hound Group
309 Basset Hound
310 Beagle
311 Bloodhound
312 Dachshund
313 Greyhound
314 Rhodesian Ridgeback

Non-Sporting Group
315 Bichon Frise
316 Boston Terrier
317 Bulldog
318 Chow Chow
319 Dalmatian
320 Poodle

Sporting Group
321 Brittany Spaniel
322 Cocker Spaniel
323 English Setter
324 German Shorthaired Pointer
325 Golden Retriever
326 Irish Setter
327 Labrador Retriever
328 Weimaraner

Terrier Group
329 Bull Terrier
330 Cairn Terrier
331 Parson Russell Terrier
332 Scottish Terrier
333 West Highland White Terrier

Toy Group
334 Cavalier King Charles Spaniel
335 Chihuahua
336 Miniature Pinscher
337 Papillon
338 Pekingese
339 Pomeranian
340 Toy Poodle
341 Pug
342 Shih Tzu
343 Yorkshire Terrie

Working Group
344 Bernese Mountain Dog
345 Boxer
346 Doberman Pinscher
347 Great Dane
348 Great Pyrenees
349 Mastiff
350 Newfoundland
351 Rottweiler
352 Saint Bernard
353 Siberian Husky

CATS
354 Abyssinian
355 American Shorthair
356 Burmese
357 Maine Coon
358 Manx
359 Persian
360 Ragdoll
361 Russian Blue
362 Siamese
363 Sphynx

BIRDS
364 African Gray Parrot
365 Canary
366 Cockatiel
367 Cockatoos
368 Love Birds
369 Macaw
370 Parakeet
371 Sun Conure
372 Zebra Finch

REPTILES
373 Bearded Dragon
374 Chameleon
375 Gecko
376 Iguana
377 Ball Python
378 Burmese Python
379 Corn Snake

POULTRY

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380 Chicken — Cornish
381 Chicken — Leghorns
382 Chicken — Plymouth Rock
383 Chicken — Rhode Island Red
384 Duck
385 Turkey

SMALL MAMMALS

386 Ferret
387 Guinea Pig
388 Hamster
389 Hedgehog
390 Mouse
391 Rat

RABBITS

392 Angora
393 Californian
394 Dutch
395 English Spot
396 Holland Lop
397 Mini-Rex
398 Netherland Dwarf
399 New Zealand

DAIRY CATTLE

400 Ayrshire
401 Brown Swiss
402 Guernsey
403 Holstein
404 Jersey

BEEF CATTLE

405 Angus
406 Brahman
407 Charolais
408 Hereford
409 Shorthorn

HORSE

410 Appaloosa
411 Arabian
412 Belgian
413 Clydesdale
414 Morgan
415 Paint
416 Percheron
417 Quarter Horse
418 Saddlebred
419 Tennessee Walking Horse
420 Thoroughbred

GOAT

421 Nubian
422 Angora
423 Boer
424 LaMancha

SHEEP

425 Columbia
426 Dorper
427 Dorset
428 Hampshire
429 Merino
430 Rambouillet
431 Southdown
432 Suffolk

SWINE

433 American Landrace
434 Berkshire
435 Chester White
436 Duroc
437 Hampshire
438 Yorkshire

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Team Activity Presentation Rubric

300 POINTS

Chapter State Team Number

Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Earned
Non-verbal – 50 points				
	20-13 points	**12-5 points**	**4-0 points**	
Attention (eye contact)	Eye contact constantly used as an effective connection; Constantly looks at the entire audience (90–100% of the time)	Eye contact is mostly effective and consistent; Mostly looks around the audience (60–80% of the time)	Eye contact does not always allow connection with the speaker; Occasionally looks at someone or some groups (less than 50% of the time)	
	15-10 points	**9-4 points**	**3-0 points**	
Mannerisms	Does not have distracting mannerisms that affect effectiveness	Sometimes has distracting mannerisms that pull from the presentation	Has mannerisms that pull from the effectiveness of the presentation	
Gestures	Gestures are purposeful and effective. Hand motions are expressive, and used to emphasize talking points. Confident with positive body language.	Usually uses purposeful gestures; Hands are sometimes used to express or emphasize; Occasionally slumps; sometimes negative body language	Occasionally gestures are used effectively. Hands are not used to emphasize talking points; hand motions are sometimes distracting; Lacks positive body language; slumps.	
Oral – 50 points				
	15-10 points	**9-4 points**	**3-0 points**	
Speaking without hesitation	Speaks very articulately without hesitation. Never has the need for unnecessary pauses or hesitation when speaking.	Speaks articulately but sometimes hesitates; Occasionally has the need for a long pause or moderate hesitation when speaking	Speaks articulately, but frequently hesitates. Frequently hesitates or has long, awkward pauses while speaking	
	10-7 points	**6-3 points**	**2-0 points**	
Tone	Appropriate tone is consistent. Speaks at the right pace to be clear. Pronunciation of words is very clear and intent is apparent.	Appropriate tone is usually consistent. Speaks at the right pace most of the time but shows some nervousness; Pronunciation of words is usually clear, sometimes vague.	Has difficulty using an appropriate tone; Pace is too fast; nervous; Pronunciation of words is difficult to understand; unclear	
	25-16 points	**15-6 points**	**5-0 points**	
All team members participated	All team members took an active role in the presentation.	Three team members took an active role in the presentation.	Two or less team members took an active role in the presentation.	
			TOTAL POINTS Page 1	

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Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Earned
Content Scenario 1 – 100 points				
	12.5 – 7 points	**7.5 – 3 points**	**2.5-0**	
Veterinary topic research	Demonstrates prior research and preparedness of the veterinary topic	Demonstrates some prior research and preparedness of the veterinary topic	Does not demonstrate prior research and preparedness of the veterinary process.	
	Full understanding of disease and/or veterinary process	Some understanding of disease and/or veterinary process	Does not understand the disease and/or veterinary process	
	Full understanding of treatment protocols and/or recommendation for the topic	Some understanding of treatment protocols and/or recommendation for the topic	Does not understand the treatment protocols and/or recommendation for the topic	
	37.5 – 22 points	**22.5 – 7 points**	**7.5 – 0 points**	
Demonstrates knowledge of topic	Presentation supports strong knowledge of the subject with good evidence of support.	Presentation supports some knowledge of the subject with fair evidence of support.	Presentation supports little knowledge of the subject with poor evidence of support.	
	12.5 – 7 points	**7.5 – 3 points**	**2.5-0**	
Q&A: Knowledge of the topic	Participants knowledge of topics: Strong knowledge with solid answers	Participants knowledge of topics: Somewhat knowledgeable but with less concise and clear answers	Participants knowledge of topics: Little knowledge with weak evidence to support answers	
	Speaks unrehearsed with comfort and ease; Speaks quickly with organized thoughts and concise answers	Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure; Speaks effectively but has to stop and think sometimes and gets off focus	Shows nervousness or seems unprepared when speaking unrehearsed; Seems to ramble or speaks before thinking.	
Content Scenario 2 — 100 points				
	12.5 – 7 points	**7.5 – 3 points**	**2.5-0**	
Veterinary topic research	Demonstrates prior research and preparedness of the veterinary topic	Demonstrates some prior research and preparedness of the veterinary topic	Does not demonstrate prior research and preparedness of the veterinary process.	
	Full understanding of disease and/or veterinary process	Some understanding of disease and/or veterinary process	Does not understand the disease and/or veterinary process	
	Full understanding of treatment protocols and/or recommendation for the topic	Some understanding of treatment protocols and/or recommendation for the topic	Does not understand the treatment protocols and/or recommendation for the topic	
	37.5 – 22 points	**22.5 – 7 points**	**7.5 – 0 points**	
Demonstrates knowledge of topic	Presentation supports strong knowledge of the subject with good evidence of support.	Presentation supports some knowledge of the subject with fair evidence of support.	Presentation supports little knowledge of the subject with poor evidence of support.	
			TOTAL POINTS Page 2	

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Indicator	Very strong evidence of skill	Moderate evidence of skill	Weak evidence of skill	Points Earned
	12.5 – 7 points	**7.5 – 3 points**	**2.5-0**	
Q&A: Knowledge of the topic	Participants knowledge of topics: Strong knowledge with solid answers	Participants knowledge of topics: Somewhat knowledgeable but with less concise and clear answers	Participants knowledge of topics: Little knowledge with weak evidence to support answers	
	Speaks unrehearsed with comfort and ease; Speaks quickly with organized thoughts and concise answers	Speaks unrehearsed mostly with comfort and ease, but sometimes seems nervous or unsure; Speaks effectively but has to stop and think sometimes and gets off focus	Shows nervousness or seems unprepared when speaking unrehearsed; Seems to ramble or speaks before thinking.	
			TOTAL POINTS PAGE 1	
			TOTAL POINTS Page 2	
			TOTAL POINTS	

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Clinical Procedures Practicum

ADMINISTER ORAL TABLET/CAPSULE

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student reads and interprets the veterinarian's order.	10	
The student selects the correct drug and concentration.	15	
The student is able to open the mouth of the animal.	5	
The student maintains control of the head or muzzle during the administration of the medication.	5	
The student uses an appropriate technique to encourage the patient to swallow.	5	
The student is able to control the animal in a manner that is adequate to administer the medication yet did no harm to the patient.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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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. • 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.	10	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	**50**	

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Clinical Procedures Practicum

ADMINISTERING AN INTRAMUSCULAR INJECTION

Participant must talk through practicum steps with the 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, injects.	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.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

ADMINISTERING OPHTHALMIC MEDICATION

Participant must talk through practicum steps with the 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	3	
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.	5	
The student allows the animal to blink to move the medication throughout the eye.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

ADMINISTERING A SUBCUTANEOUS INJECTION

Participant must talk through practicum steps with the 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.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

APPLYING AN ELECTRONIC EAR TAG TO LIVESTOCK

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student assembles the correct material for applying an electronic ear tag. (tagger, female and male electronic tag components, and antiseptic/disinfectant solution).	54	
The student loads the tag by depressing the tagger's spring clip and inserting the female component of the electronic tag, ensuring the raised portion of the tag is placed in the open portion of the jaws.	5	
The student continues to load the tagger by slipping the male component of the of the electronic tag completely onto the blunt applicator pin.	5	
The student lightly squeezes the jaws together to ensure the two tag components align.	5	
The student dips the jaws of the tagger (with tag) into an antiseptic/disinfectant solution.	4	
Without quick movements and loud noises, the student properly approaches the restrained patient and verifies the application site is free of foreign debris and avoids previously tagged locations.	5	
The tagger is positioned in the correct application site, vertically in the middle of the ear, between two cartilaginous ribs, and 2/3 from the outside edge of the ear and 1/3 from the head. The female portion of the tag should be on the inside of the ear.	12	
Confidently, squeeze the tagger's handles and apply the tag to the correct application site. Remove the tagger from the applied tag.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

Resource: https://www.allflex.global/na/wp-content/uploads/sites/7/2021/08/EIDApplicationGuide_CINS1601_R5_USDA.pdf

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Clinical Procedures Practicum

APPLYING A STANDING WRAP ON A HORSE

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student assembles the correct material for applying a standing wrap. (No-bow wraps aka quilts and standing wrap.)	8	
The student places the edge of the first layer along the inside of the cannon bone and wraps ensuring they do not create any restriction of the joints above or below the wrap.	7	
The student continues around the lower leg of the horse making sure to apply even pressure with no wrinkles and keeps the proximal and distal edges of the wrap even.	6	
The student starts the next layer halfway down the leg, in the same direction as first layer, and ensures the wrap is even and lays flat.	6	
The student pulls the wrap snugly over the cannon bone and continues to wrap distally applying steady and even pressure.	6	
The student overlaps the bandage evenly, so no pressure points are created.	6	
The student leaves ½" of the first layer showing when they reach the fetlock then continue to wrap the limb proximally.	3	
Once the student reaches the proximal edge, they leave ½" of the first layer showing and wrap down the leg until the wrap can be secured with the Velcro strap.	3	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

Resource: https://www.farmhousetack.com/blogs/barn-blog/how-to-wrap-a-standing-wrap

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Clinical Procedures Practicum

BANDAGE REMOVAL

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student chooses the bandage scissors and holds in proper orientation.	8	
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.	7	
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	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

CYSTOCENTESIS IN COMPANION ANIMALS

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student places the patient in dorsal recumbency.	5	
The student palpates the bladder to assess its size and location.	8	
The student cleans the surface of the skin with alcohol.	5	
The student palpates and immobilizes the bladder.	5	
The student inserts the needle Dorso caudally into the caudal abdomen.	10	
The student gently aspirates urine into the syringe.	5	
The student releases suction after the sample has been obtained.	5	
The student withdraws the needle from the abdomen.	2	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

EAR NOTCHING FOR IDENTIFICATION IN PIGLETS

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student assembles the correct material for ear notching a piglet	5	
The student uses their forearm to secure the piglet against their body with the same hand wrapped around the piglet's neck and head, thumb on one side and index finger securing the ear.	7	
The student uses their other hand to operate the tool used for notching.	3	
The student notches the piglet's right ear to indicate the litter.	5	
The student notches piglet's left ear to indicate pig.	5	
The student ensures the notches indent from the edge of the ear by 0.25".	5	
The student ensures the notches are 0.25" from each other.	5	
The student disinfects the notching tool before notching the next piglet.	5	
The student briefly explains aftercare (observe twice a day for overall health and attitude, bleeding, littermates chewing on ears)	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	





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Clinical Procedures Practicum

FECAL FLOTATION WITH FECALYZER

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student selects about 1/4 teaspoon of feces and places it into a fecalyzer.	5	
The student adds enough flotation solution to fill the fecalyzer about half full.	6	
The student mixes the feces into solution until no large fecal particles remain.	6	
The student places insert into fecalyzer.	6	
The student fills the vial with more solution until there is a visible meniscus at the top.	6	
The student places a cover slip on top of the fecalyzer.	6	
The student allows the vial to sit undisturbed for 10 to 15 minutes.	5	
The student carefully removes the cover slip without tilting it and places it on a microscope slide.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

FILLING A SYRINGE FOR INJECTION

Participant must talk through practicum steps with the 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.	5	
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.	4	
The student gently taps or snaps the edge of the syringe to remove any air bubbles or slightly expels the air by pushing the end of the plunger.	6	
The student places syringe in the sharps container.	4	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

FINE NEEDLE BIOPSY-ASPIRATE

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student stabilizes the mass.	5	
The student inserts the needle into the mass.	5	
The student retracts the plunger on the syringe to create negative pressure.	10	
The student redirects the needle several times without removing the needle from the mass.	10	
While maintaining negative pressure, the student removes the needle from the mass. To maintain negative pressure, hold the plunger in place.	10	
The student removes the needle from the syringe for slide preparation.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

OPENING A SURGERY PACK

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student places the surgery pack on a clean, dry surface.	4	
The student removes or tears the tape securing the package.	4	
The student opens 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 toward them.	8	
The student opens the pack without contamination.	10	
The student steps away so the surgeon or scrub nurse can complete the opening of the pack.	3	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

PREPARE A SURGICAL PACK FOR STERILIZATION

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student gathers the appropriate instruments and instrument pan if applicable.	5	
The student gathers additional supplies if applicable.	5	
The student selects the appropriate packaging material and chemical indicator.	10	
The student assembles the pack correctly by following the instructions on the checklist or recipe.	10	
The student places the chemical indicator in the correct area of the pack.	10	
The student properly wraps, secures and labels the pack.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

PRESCRIPTION FILLING

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student reads and verbally interprets prescription.	8	
The student selects the correct drug and concentration.	17	
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 or 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 or 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	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

REMOVAL OF SUTURES

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student clearly visualizes and inspects the incision site.	10	
If there are problems with the incision site, the student informs the veterinarian. If there are no problems, the student removes the sutures.	10	
The student chooses the correct tool to remove the sutures.	10	
The student places the curved blade underneath the suture for removal and removes the suture.	10	
The student does not cause unnecessary harm or discomfort to the patient.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

SURGICAL SITE PREPARATION

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student applies antiseptic scrub to clipped area.	6	
The student preps the clipped area with a clean surgical sponge beginning at the incision site moving in a circular motion and works toward the edges.	8	
The student does not bring the sponge back to the incision site once it is moved away from the incision site.	8	
The student discards the sponge once it reachs the edge of the clipped area.	5	
The student wipes 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 repeats the scrub and rinse a minimum of three times or until the final rinse sponge was clean.	10	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

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Clinical Procedures Practicum

SWABBING A LESION

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student assembles the correct material for swabbing a lesion. (sterile swab and tube with appropriate transport media).	5	
The student aseptically removes the swab by opening the outer packaging and grasping the handle end of the swab.	5	
The student inserts/places the swab in/on the lesion of concern and rotates the swab for 5 seconds, avoiding causing any additional trauma and bleeding. The student should avoid contacting the swab with non-lesioned surfaces.	14	
The student removes the swab from the lesion and places the swab directly into the collection tube ensuring the swab end is within the transport media. The swab should be vigorously swirled within the transport media.	8	
When withdrawing the swab, the student should reduce the amount of transport media that has been absorbed within the swab by pressing the swab along the side of the tube.	8	
The student should label the tube with the animal's identification number and promptly chill the tube for shipment.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

Adapted Resource: https://www.securepork.org/Resources/Nasal-Swabs.pdf

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Clinical Procedures Practicum

USING A MICROSCOPE-DRY

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student secures the glass slide onto the stage and powers on the light source.	4	
The student follows the "low to high rule" and chooses the lowest(scanning) objective first.	4	
The student keeps both eyes open and looks through the eye pieces, adjusting the distance until they see one circle of light.	9	
The student controls the amount of light by adjusting the diaphragm and condenser.	5	
The student uses the stage controls to move the target specimen into the center of view.	9	
The student adjusts the coarse focus to get the specimen into view, then the fine focus to achieve a sharper image of the specimen.	9	
The student achieves a closer look by moving to a higher power objective and using the fine focus again for the sharpest image.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

Resources: https://www.ncbionetwork.org/educational-resources/videos/use-and-care-microscope

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Clinical Procedures Practicum

USING A MICROSCOPE-OIL IMMERSION

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student secures the glass slide onto the stage and powers on the light source.	2	
The student follows the "low to high rule" and chooses the lowest (scanning) objective first.	2	
The student keeps both eyes open and looks through the eye pieces, adjusting the distance until they see one circle of light.	7	
The student controls the amount of light by adjusting the diaphragm and condenser.	4	
The student uses the stage controls to move the target specimen into the center of view.	3	
The student adjusts the coarse focus to get the specimen into view, then the fine focus to achieve a sharper image of the specimen. Repeat these steps with each dry objective.	9	
The student turns the nose piece so it sets between the 40X and 100X (oil immersion) objectives and carefully places a drop of oil onto the slide over the specimen.	5	
The student looks from the side of the stage and uses the fine focus to make contact between the lens and the oil. The lens must not touch the glass slide. Looking through the eye pieces, the student uses the fine focus to achieve the sharpest image.	8	
The student lowers the stage, removes the slide, and uses lens paper to clean oil lens.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	50	

Resources: https://www.ncbionetwork.org/educational-resources/videos/use-and-care-microscope

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Handling and Restraining Practicum

APPLYING A CAT MUZZLE

Participant must talk through practicum steps with the judge.

CRITERIA	Points Possible	Points Earned
The student opens the cage door and calls the cat by name.	1	
The student presents a closed hand to the cat to allow it to sniff her hand, strokes the cat on the head and neck, slides hand under thorax to lift the fore quarters and gently draws the cat towards them while using the other arm to support the cat's weight and drawing the cat close to your body in a kind and friendly manner to permit gentle restraint, not tight but enough to reduce wiggling.	1	
The student cradles the cat's abdomen with their other hand and removes the cat from the cage.	2	
With the cat's head still controlled, the student places the cat under one arm close to his or her body and closes the cage door with his or her free hand.	1	
The student places cat on table.	1	
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.	1	
The student positions the muzzle properly in his or 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 behind the ears.	3	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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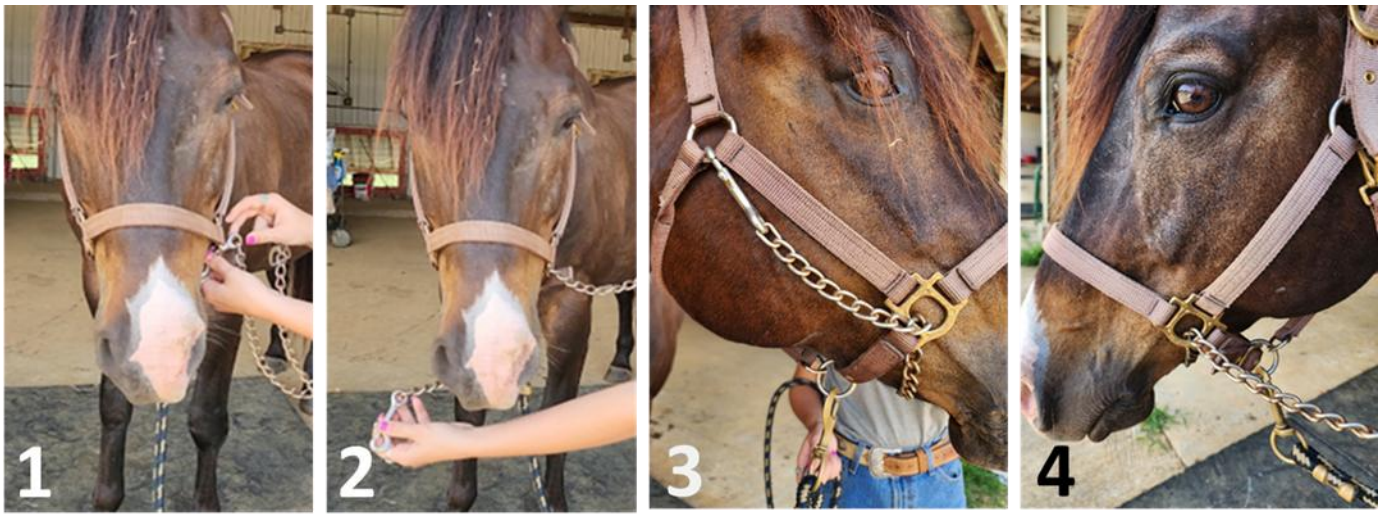
Handling and Restraining Practicum

APPLYING A LEAD WITH CHAIN ON A HORSE UNDER THE CHIN

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
Without quick movements and loud noises, the student properly approaches the haltered patient at a 45-degree angle to the patient's left shoulder.	5	
The student runs the snap through the lower metal ring on the left side of the halter from the outside in.	4	
The student carefully guides the chain under the horse's jaw.	4	
The student will run the snap through the lower metal ring on the opposite side of the halter.	4	
The student will continue up the cheekpiece of the halter and snap the lead onto the top ring of the halter.	4	
The student ensures the thumb tab is facing out on the snap.	4	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

Resource: https://www.youngrider.com/how-to-safely-use-a-stud-chain/



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Handling and Restraining Practicum

APPLYING ELIZABETHAN COLLAR

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student chooses the correct size of E-collar for the patient.	5	
The student correctly prepares the E-collar for placement.	5	
The student correctly places the E-collar on the animal.	5	
Placement is adequately secured so the animal cannot remove the E-collar.	5	
The E-collar is secured such that the animal's breathing is not restricted.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

APPLYING A GAUZE DOG MUZZLE

Participant must talk through practicum steps with the 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.	1	
The student makes a loop in the gauze and approaches the dog from behind.	5	
The student places the loop on the dog's face with the tie on top.	5	
The student quickly tightens the loop and then crosses the ends under the dog's face.	5	
The student brings the ends back behind the dog's head under the ears and ties in a quick-release bow.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

APPLYING A NYLON DOG MUZZLE

Participant must talk through practicum steps with the 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.	5	
The student brings the muzzle up to the dog's face and slips it on while grasping the strap with the other hand.	5	
The student secures the muzzle.	4	
The student checks for proper fit (one finger inserted under the strap).	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

HALTERING A HORSE

Participant must talk through practicum steps with the 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.	4	
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.	4	
Holding the handheld loop in his or her right hand, the student uses his or her left hand to slip the nose-band of the halter over the nose.	4	
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.	4	
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 cuts or rubs the horse or restricts jaw movement or breathing.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

HALTERING RUMINANTS

Participant must talk through practicum steps with the 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.	5	
The student properly adjusts the halter such that the nose band crosses over bridge of nose halfway between the nostrils and eyes.	5	
The student ensures that the adjustable portion of the nose band is under the chin, not across the bridge of the nose.	5	
The student keeps the standing end or lead rope portion on the left side of the patient.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

LIFTING A HIND FOOT OF A HORSE

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
Without quick movements and loud noises, the student properly approaches the haltered patient at a 45-degree angle to the patient's hip.	4	
The student will stand beside the horse facing caudally (facing the hindquarters).	4	
The student will slide their hand over the hip and down the caudal aspect of the leg.	4	
The student will continue down the leg with their hand cupped around the plantar aspect, over the tendons behind the cannon bone.	4	
The student will apply light pressure to either side of the tendons near the fetlock until the horse lifts its leg. The student will then cup the hoof to support the animal.	5	
The student will gently place the foot back on the ground and move away in a safe manner.	4	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Resource: *https://youtube.com/shorts/E6tp7FwA6tQ*

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Handling and Restraining Practicum

PLACING A TAIL TIE

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student lays the rope over the tail at the tip of the tail bone.	5	
The student folds all the tail hairs up over the rope.	5	
The student passes the short end of the rope behind the tail, and makes a fold or bight in it.	5	
The student passes the fold or bight over the folded tail and under the rope, which is looped around the tail.	5	
The student pulls tight.	5	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

REMOVING A FRIENDLY CAT FROM A CAGE AND WRAP IN A FEAR-REDUCED MANNER

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student places a thick, medium-sized towel sprayed with Feliway on the exam table.	2	
The student opens the cage door and calls the cat by name.	1	
The student presents a closed hand to the cat to allow it to sniff their hand, strokes the cat on the head and neck, slides hand under thorax to lift the fore quarters and gently draws the cat towards them while using the other arm to support the cat's weight and drawing the cat close to the body in a kind and friendly manner to permit gentle restraint, not tight but enough to reduce wiggling.	2	
The student cradles the cat's abdomen with their other hand and removes the cat from the cage.	1	
With the cat's head still controlled, the student places the cat under one arm close to his or her body and closes the cage door with his or her free hand.	2	
The student carries the cat to the exam table while holding the cat close to his or her body and places the cat onto the center of the towel, in sternal position.	5	
The student wraps the back corner of the towel over the rear of the cat	3	
The student takes one front corner of the towel and wraps it snugly over and around the cat's body, being sure to get the towel under the cat's neck. wrap around the neck to ensure front feet are covered.	3	
The student repeats this action with the other end of the towel wrapping it around the cat and under its neck.	3	
Once both sides of the towel are wrapped around the cat the student tucks any excess towel under the cat.	3	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

REMOVING DOG FROM FLOOR LEVEL CAGE TO RESTRAIN FOR LATERAL SAPHENOUS VENIPUNCTURE

Participant must talk through practicum steps with the 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.	1	
While blocking the opening, the student opens the cage door enough to slip the hand holding the leash into the cage.	1	
The student slips the leash over the neck of the dog and gently tightens the leash around the neck.	1	
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 or 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.	4	
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.	4	
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	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

RESTRAINT OF A PIGLET

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
Student firmly grasps upper back leg, above the hock, of the piglet with one hand.	5	
Student places other hand under the belly of the piglet.	4	
Student lifts piglet to their chest.	4	
While holding the animal under its belly student wraps the other arm around the neck of the animal.	4	
Student holds animal close to chest for maximum control of the animal.	4	
Student ensures animal has two points of contact on the floor before releasing the animal.	4	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

Reference: https://www.securepork.org/Resources/Restraint.pdf

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Handling and Restraining Practicum

RESTRAINT OF A RABBIT

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student approaches the rabbit calmly and quietly.	3	
The student scruffs the rabbit with one hand while gently lifting the front end.	5	
The student's other hand immediately reaches under the hind limbs and holds them (not allowing the hind limbs to dangle).	6	
The student rests the rabbit's body on the arm with the hand holding the hind limbs.	5	
The scruffing hold is released, and the hand is moved to hold the rabbit's outside front leg.	6	
Communicative ability, professionalism, articulation and customer relations.	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 the judge.

Criteria	Points Possible	Points Earned
The student places the cat in sternal recumbency on an examination table.	3	
The student controls and lifts the head up by placing thumb and forefingers over top of head, fingers firm on zygomatic arches (below eyes).	6	
The student extends the left front limb forward by grasping the elbow in the palm of his or her hand with thumb on the top of the elbow joint.	6	
The student allows the judge to grasp the left front paw and extend the limb toward him or her.	4	
The student occludes the vein by pressing down on the top of the elbow joint with his or her thumb and then rotating his or her thumb laterally.	6	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

RESTRAINT OF THE CAT FOR JUGULAR VENIPUNCTURE

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student places the cat in sternal recumbency with its chest close to the edge of the table.	5	
The student controls and lifts the head up by placing thumb and forefingers over top of head, fingers firm on zygomatic arches (below eyes).	6	
The student's other hand grasps the front legs and extends them down off the edge of the table.	6	
The student uses arm and elbow to restrain the cat's body close to the student's body.	5	
The student speaks to the patient in a calm and affectionate manner during the procedure.	3	
Communicative ability, professionalism, articulation and customer relations.	5	
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 the judge.

Criteria	Points Possible	Points Earned
The student places the cat on an examination table.	2	
The student gains control of the cat's head by placing thumb on one side of the head by the jaw, the ring finger placed on the opposite side from behind the head, place pointer and middle finger on top of head and lifts it off the table enough to grasp both hind legs with his or her other hand and reaches under cat to grasp both hind limbs.	7	
The student lays the cat on its side with the hind legs stretched rearward.	6	
The student tucks top rear leg and tail while occluding with side of hand.	7	
The student speaks to the patient in a calm and affectionate manner during the procedure.	3	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

RESTRAINT OF THE DOG FOR CEPHALIC VENIPUNCTURE

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student places a noose leash on the dog.	1	
The student restrains the dog in sternal recumbency.	2	
The student stands on the dog's right side, wrapping his or her right arm around the dog's neck.	5	
The student holds the dog's left forelimb with elbow in the palm of his or her hand and extend the limb forward toward the person performing the procedure.	5	
With the elbow of the dog in his or her palm, the student rotates his or 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 and rotates the thumb laterally.	6	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

RESTRAINT OF THE SMALL DOG FOR JUGULAR VENIPUNCTURE

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student puts a noose leash on the dog and has the dog sit.	1	
The student places one arm around the dog's neck and places the other arm around the dog's back to grasp the forelimbs.	5	
The student pushes the dog's back with his or her body to encourage the dog to lie down.	5	
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).	7	
The student's other hand grasps the front legs and extends them over the end of the table.	7	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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Handling and Restraining Practicum

SNARE RESTRAINT OF THE PIG

Participant must talk through practicum steps with the judge.

Criteria	Points Possible	Points Earned
The student, standing next to the patient, guides the loop of the snare into the mouth and over the nose or upper jaw.	3	
The student makes sure the loop is inserted far enough into the patient's mouth.	5	
The student pulls the loop tight when it is in the proper position.	5	
The student keeps the loop tight while moving to the front of the patient.	5	
The student maintains the pressure on the snare so that the patient cannot escape.	3	
The student keeps control of the patient until the patient ceases to struggle.	2	
The student releases the patient after the procedure is completed	2	
Communicative ability, professionalism, articulation and customer relations.	5	
TOTAL POINTS	30	

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