



JAVE

JOURNAL OF THE ASSOCIATION OF
VETERINARY TECHNICIAN EDUCATORS

SUMMER 2024

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The Journal of the Association of Veterinary Technician Educators (JAVTE), a peer-reviewed, scholarly journal, is the official publication of the Association of Veterinary Technician Educators (AVTE). Its purpose is to act as a publication for disseminating evidence-based research to people working as educators in the field of veterinary technology. The journal's emphasis is on encouraging collaboration among veterinary technology educators through scholarly inquiry relating to the understanding and/or improvement of educational processes and outcomes, organizational issues in education, concepts of teaching and learning, and student engagement based upon research, observations, and experience relevant to the field.

Submission Process and Deadlines

Papers will be reviewed using the JAVTE double-blind peer-review process and should be prepared using the JAVTE author guidelines (see Editorial Policies and Peer Review Process). Submission of papers is the author's acknowledgment of and agreement to JAVTE's ethical duties of the author policy.

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Letter from the Outgoing President of the Association of Veterinary Technician Educators

Jennifer Serling, CVT, RVT, BVSc, AAS
AVTE Outgoing President



As my tenure as President of the Association for Veterinary Technician Educators comes to a close, I am filled with a profound sense of gratitude and pride for what we have achieved together over the past three years. It has been an honor to serve such a dedicated, passionate, and talented group of professionals who are committed to advancing the field of veterinary technician education.

Throughout my time as President, I have witnessed remarkable growth and transformation within our organization. We have expanded our membership, increased our educational offerings, and strengthened our partnerships with key stakeholders in the veterinary community. These accomplishments are a testament to the hard work and dedication of our board members, committee members, and volunteers who have tirelessly contributed their time and expertise.

One of the highlights of my presidency has been the opportunity to connect with so many of you at our conferences, social media, and online events. These connections have not only provided valuable professional development but also fostered a sense of camaraderie and support among our members. I am continually inspired by the innovative teaching methods, passion, and initiatives that you bring to our field.

As we look to the future, I am confident that AVTE will continue to thrive and evolve under the leadership of our incoming President Tricia Gorham and our new board. Our collective efforts to enhance veterinary technician education will undoubtedly lead to improved outcomes for our students and the animals they care for.

I want to extend my heartfelt thanks to each of you for your support, collaboration, and dedication. It has been a privilege to lead this incredible organization, and I am excited to see where the future takes us. Let us continue to work together to advance our profession and make a lasting impact on the lives of veterinary technicians and the animals they serve.

With gratitude and best wishes,

Jen Serling

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Letter from the Incoming President of the Association of Veterinary Technician Educators

Tricia Gorham, MA, CVT
AVTE Incoming President

I am deeply honored to accept the role of President of AVTE for 2024-2026, and I am excited to embark on this journey alongside such a dedicated and talented group of veterinary technology educators. As I step into this position, I am committed to upholding the values and mission that have guided AVTE to its current success.

Our organization stands at a pivotal moment, and the opportunities before us are vast. Together, we will continue to build on our strong foundation, striving for excellence and innovation in all our endeavors. I believe that by working collaboratively, we can achieve new heights and continue to grow AVTE by building its resources and offerings.

One of my primary objectives as President will be to continue to foster the environment of inclusivity, transparency, and open communication that Jen Serling has built during her term as President. I value the insights and contributions of each member, and I am eager to hear your thoughts and ideas on how we can advance our initiatives and address the challenges we face.

In the coming months, I will be focusing on several key priorities:

1. Strengthening and growing our community through increased engagement, membership, and support.
2. Continuing to expand our programs and services to meet the needs of our members.
3. Enhancing our outreach efforts to build stronger partnerships and broaden our impact.

I am confident that, with your support and collaboration, we can turn these priorities into achievements that will propel our organization forward. I encourage you to contact me with any questions, suggestions, or concerns you may have. Together, we can continue to be a dynamic and thriving community.

I also want to thank Jennifer Serling for her amazing service to the AVTE. Thankfully she will continue in the role as Past President and be by my side every step. The growth of this organization during her leadership is nothing short of amazing. I hope to continue all of that great work.

Thank you for entrusting me with this leadership role. I am excited about the future we will create together and look forward to working with each of you.



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Teaching Tips...

Drug Class Columns Sarah Meyer, CVT Pensacola State College

Though it does not seem to be consistent from cohort to cohort, there are students who find pharmacology (drug name, classification, indication for use, body system, etc.) challenging to learn, even before even starting to learn pharmacokinetics and pharmacodynamics. Our current course sequence has pharmacology, emergency medicine, and anesthesia in the same semester. Each course is challenging on its own, so this semester typically elicits copious amounts of student stress. Interestingly, these three domains are also the top three highest VTNE scoring domains for our program. Many of the same drugs are discussed in all three courses, so the students are introduced to the drug in one course, reintroduced in another course, and then reviewed in the third course, resulting in material being discussed thoroughly with increased student comprehension.

One in-class collaborative activity I introduced a couple years ago was 'Drug Class Columns.' I wrote a drug (listed in the Lerch/Thomas anesthesia textbook and from the formulary used in my anesthesia lab) on an index card from each class (opioids, agonists, antagonists, NSAIDs, adjunct agents, sedatives/tranquilizers, anticholinergics, dissociative, etc.). Then, the laminated cards shuffled and divided evenly to the students, like playing cards. On the dry erase board, I create titled columns ("OPIOID," "NSAID," "LOCAL ANEST," and other classes). The students (individually, in pairs, or teams) come up to the board with their cards and place them in the appropriate columns. I have used cellophane tape and magnets on the cards to keep them in place on the board. The cards can be given a point value to make the activity competitive, but my students have preferred to work together, helping each other correct a misplaced card.

Tip #1: if an agent can be placed in another column/classification, make more than one card for that drug.

Tip #2: use generic and brand names to increase the challenge (a separate matching game?)

Tip #3: use colored cards to "spice" it up and add more visual memorization

Once students have placed cards in appropriate classes/columns (they typically use their mobile device for photos to use during later studying), all the cards are removed from the board and the next activity is played. Again, using the cards, the students create case-based multimodal anesthesia/analgesia drug protocols for different surgical procedures.

FOR EXAMPLE

Femur fracture repair in 3yo M Labrador Retriever

Pre-med = methadone + acepromazine + maropitant

Induction = propofol

Regional nerve block → LS epidural = PF morphine + PF bupivacaine

Maintenance = Isoflurane

NSAID = carprofen

Postop = acetaminophen + codeine, trazadone, gabapentin, carprofen

Student feedback has been positive so far for something so inexpensive and simple. Students have enjoyed these activities versus a weekly projected lecture. It breaks up the monotony, encourages engagement, and they can use the cards outside of class to practice memorization. There are pharmacology flash cards for purchase, however they are geared toward human medicine and nursing.

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AUTHOR BIO

Sarah Meyer CVT, 2002 graduate of Lincoln Memorial University Veterinary Technology Program. Professor and director of Pensacola State College Veterinary Technology Program in Florida since 2015.

...& Tricks

A Variety of Approaches to Teaching Dental and Skull Radiography to Undergraduate Veterinary Technology Students

Johanna Choate, DVM
Murray State University

In small animal veterinary practice, routine dental radiography is quickly becoming the “standard of care” as it is “essential for identifying and documenting the nature and severity of dental disorders and conditions.”¹ It is also listed as an Essential Skill by the CVTEA for students in accredited veterinary technology programs.² Over the course of three semesters, I implemented a variety of teaching methods in an effort to best convey the necessary foundational techniques to students. A combination of seeing what works best for my students and student feedback led me to the following combination of techniques.

Students participated in two 1.5-hour lectures covering dental anatomy, numbering systems, oral radiographic techniques, and common pathology noted on dental radiographs in small animal practice as well as an out of class assignment to review specific skull views and dental anatomy/radiography. The students then attended a 2-hour lab that utilized both skull models and live patients to practice positioning for and obtaining common radiographic images of the skull; students also utilized both canine and feline skull models to practice positioning for intraoral dental radiographs and to familiarize themselves with the dental radiography unit.

Students then participated in a 2-hour laboratory session utilizing canine patients under general anesthesia to obtain multiple intra-oral radiographs using both techniques as well as practicing skull views best obtained under anesthesia such as the “rostral 10-30-degrees ventral-caudodorsal oblique” or “Basilar view”. A variety of teaching aides and models were utilized during the lab sessions to help students to better visualize proper dental imaging plate placement and beam angle, such as using differently colored tongue depressors to indicate the angle of the plate, the angle of the tooth and the bisecting angle. The professor or graduate assistant then evaluated each radiograph as it was taken and discussed with the students what changes might be required to make the radiographic image more diagnostic prior to repositioning the plate, the unit, or the patient.

Students were also tasked with completing a second review worksheet to reinforce their knowledge of specific skull and dental radiographic views, marker placement, as well as important dental knowledge such as the Triadan numbering system and dental anatomy. Verbal feedback from students at the conclusion of the laboratory sessions indicated that they felt much more prepared to utilize dental radiograph equipment in practice than they had previously and several commented on a new found interest in dentistry.

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AUTHOR BIO

After earning her DVM from Auburn University in 2011, Johanna Choate joined a mixed-animal clinic where she practiced for 11 years. She is now an Assistant Professor in the Veterinary Technology/Pre-Veterinary Medicine program at Murray State University in Murray, KY where she enjoys bringing real-world experiences into the classroom.

A Kool Aid for Pharmacology Solutions and Dilutions

Amber Moore, MS, DVM and Amanda Waldon, MS Ed, LVMT
UT Martin

CORRESPONDENCE

Amber Moore, MS, DVM
amoor136@utm.edu

This was my first semester teaching pharmacology lab, which is mostly completing medical math problems. I was looking for a creative way to help students visualize solutions and dilutions instead of just walking through more math problems. Amanda Waldon, our veteran veterinary technician, had a fun and interactive activity using Kool-Aid®.

MATERIALS NEEDED

- 8 oz. Bottled Waters (237 mL)
- Clear Cups for mixing
- Kool-Aid® Sugar Sweetened Tropical Punch Artificially Flavored Powdered Drink Mix, 19 oz
- Concentrated liquid Kool-Aid® (squeeze bottles)
- Kool-Aid Burst or Jammers / Pre-mixed Kool-Aid®
- Dixie Cups for tasting
- Syringes

Students are paired, and each group was asked to prepare 4 different concentrations of Kool-Aid® and label them accordingly.

- **Solution 1** – Dissolve 25 grams of Kool-Aid® powder in 237 mL of water (weighed on gram scale)
- **Solution 2** – Mix 2 mL of liquid Kool-Aid® concentrate in 237 mL of water
- **Solution 3** – Add on Pre-mixed Kool-Aid® drink to Dixie cup
- **Solution 4** – Make a dilution from Solution 1 – Prepare a 0.05% solution of Kool-Aid® using 500 mL of water.

Students are able to calculate solution and dilution using the different concentrations.

PROBLEM 1

Find the concentration of Solution 1 expressed in mg/mL and as a percentage.

1. Convert 25 grams to milligrams = $25 \text{ g} \times 1000 \text{ mg/1 g} = 25000 \text{ mg}$
2. Divide milligrams by milliliters of fluid used = $25000 \text{ mg} / 237 \text{ mL} = 105.5 \text{ mg/mL}$
3. Convert to a percentage = $105.5 \text{ mg/mL} \times 1\text{g}/1000\text{mg} \times 100 = 10.55 \%$

Answer in mg/ml = 105.5 mg/mL

Answer as a percentage = 10.55 %

PROBLEM 2

Using Solution 1, prepare a 0.05% dilution of Kool-Aid® using 500 mL of water.

$$C1 \times V1 = C2 \times V2$$

$$C1 = 10.55\%; V1 = X; C2 = 0.05\%; V2 = 500 \text{ mL}$$

Answer = X is 2.36 mLs

To make Solution 4, remove 2.36 mL from 500 mL and then add 2.36 mL of Solution 1 to water to make Solution 4.

Once all solutions are made and labeled, have students compare each concentration for visual differences, smell, and taste. This is a great time to talk about how most of our medications are clear. Even though we can see the Kool-Aid® concentration difference visually, this is not a luxury we have with drugs and stress the need for proper labeling.

Our students really enjoyed the hands-on approach of this activity and were excited to not just be doing math problems. It was a great way to get them to visualize what is actually going on in the bags of fluids being prepared in the math problem scenarios for their test. They also enjoyed the descriptive part of this exercise and tasting the different concentrations. Overall, it was a success and something we will keep in our pharmacology lab in the future!

Emotionally Intelligent Euthanasia for Veterinary Professionals

Rebecca Rose, RVT, Certified Peaceful Euthanasia Professional (CPEP),
Certified Career Coach (CCC)

CORRESPONDENCE

Rebecca Rose, RVT, CPEP, CCC
rebeccaroservt@gmail.com

Emotional Intelligence (EI) is a learned skill. Sure, some folks are born with a higher sense of self-awareness and the ability to perceive their surroundings, and social skills can be elevated throughout your lifetime.

EI is made up of 5 components: empathy, self-awareness, motivation/passion, social skills, and self-regulation. Now, for us in the veterinary community, linking EI skills while performing a peaceful euthanasia gives us a winning combination. You have what the Companion Animal Euthanasia Training Academy (CAETA) refers to as Emotionally Intelligent Euthanasia, and it leads to a beautiful, connected end-of-life experience.

For veterinary team members, whether they be on the phone, with clients in the consultation room, or even while supporting grieving caregivers, the circumstances surrounding euthanasia can be uncomfortable. Because of this, everyone on the veterinary team is encouraged to check in on their personal emotions (or feelings or mood) when scheduling an appointment, coordinating aftercare details, performing the service, and reaching out afterward to inquire how the client is doing.

Appointments present multiple encounters where team members and clients can be triggered (a heightened feeling attached to a previous experience) or be present (in the moment) to perceive all that is happening. If this sounds like a moment to be sympathetic, compassionate, or empathetic, that's because it is. Let's unpackage those feelings a little bit.

Brené Brown has a wonderful video on the [topic of empathy](#)¹, one of the 5 components of EI. If you have never viewed it before, please do. She states, "I define empathy as the skill or ability to tap into our own experiences in order to connect with an experience someone is relating to us. Empathy fuels connection. Sympathy drives disconnection. Empathy is a choice, and it's a vulnerable one. Rarely can a response

make something better. What makes something better is connection."

The difference between empathy and sympathy is feeling with verses feeling for. The empathic response is, "I get it, I feel with you, and I've been there." The sympathetic response is, "I feel sorry for you."

I find these concepts profound and applicable surrounding a euthanasia service. Compassion and empathy touch many events and circumstances in our lives and the lives of our clients.

Sympathy – "I feel sorry for you," drives disconnection. For some veterinary professionals this is the only tool in their toolbox, and it is overused without much thought in saying it. "Sorry for your loss" can even be considered a knee-jerk reaction, being on autopilot.

Empathy – "I get it, I feel with you, and I've been there." Taking empathy beyond the idea it is "walking in another person's shoes," consider how you have experienced a similar circumstance (the loss of a beloved pet), walk in your own shoes, in self-awareness (part of emotional intelligence). "I have felt a similar pain," and that is enough. Nothing more needs to be said. Sit in it, settle into it. Pause for a gentle moment of silence.

Compassion is empathy in action. When first introduced to compassion being empathy in action, for me, a lightbulb went on! I understood the emotion beyond the "suffering with" to include a loving response or action. Being present, fully in the moment, with a client, is an action of compassion.

I vividly recall an elderly woman bringing her sweet Linus into the veterinary hospital for a peaceful euthanasia appointment. Her neighbor accompanied her to drive her home after the appointment. While I helped to peacefully end Linus' life, I recognized the immense grief the two of them were feeling. In a moment of compassion, I suggested I would drive them home and our assistant would follow me to bring us back to work, which they gratefully accepted. That is an example of compassion in action by a veterinary team.

My friend and colleague, Dr. Kathy Cooney, previously wrote a blog on the topic of Emotionally Intelligent Euthanasia.² I found her tips in asking these questions before, during, and after euthanasia quite helpful, thus elevating the practice of EI. You may find them helpful, too.

Development of self-awareness and regulation

- What is my body doing right now?
- Have I identified stressful triggers around me?
- Am I following the necessary steps to maintain myself in a relaxed state?

Awareness of your own experiences

- Does this situation remind me of a negative incident from my past?
- In what ways are there similarities and differences?
- How am I going to decipher between this current experience and my own previous ones?

Ownership of what is mine to control

- Have I approached this appointment following the right procedural steps?
- Am I aware of other's control over their own destiny?
- How will I shift the focus of ownership to them, not me?

Protection with the right people

- Who is on my support team?
- How often will I be connecting with them?
- Am I prepared to share my true feelings and concerns for my personal growth?

Recognition of individuality

- How is our euthanasia approach similar and different from others?
- Am I comfortable with our team style/approach?
- What do I like best about our team's euthanasia protocols and behaviors?

Another remarkable tool I recently placed in my professional toolbox, the Plutchik's Wheel of Emotion, presented below.³ Who knew there were so many emotions?!

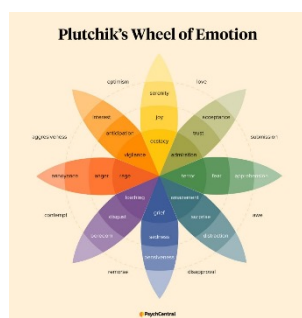
Choose an emotion you are feeling right now, for this moment. Once you have it, give it a label. I am joyful. I am annoyed. I am surprised. In my experience, naming it can be liberating. You may wish to print off a copy of the Plutchik's Wheel and place it in your student's or team's lounge. If nothing else, it is a reminder to feel what you are feeling (without judgment) and get better at naming it, in emotional awareness.

When you find this interesting, you may consider taking an online course dedicated to the topic. Emotionally Intelligent Euthanasia is a 1-hour, RACE approved class further elaborating on being present, compassionate, and self-aware during end-of-life services.

Feel free to reach out to us. Sign up for our CAETA Newsletter here. https://caetainternational.com/subscribe/?utm_source=rebecca&utm_medium=AVTEarticle

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Service Learning and Community Work as a Teaching Tool in Veterinary Technician Education

Rebeka Sanabria-Léon, MSc, DVM, University of Puerto Rico, Arecibo

CORRESPONDENCE

Rebeka Sanabria-Léon, MSc, DVM
rebeka.sanabria@upr.edu

The Veterinary Technology Program (TVET) of the University of Puerto Rico in Arecibo (UPRA) is an associate degree that strives to train, through academic and paraprofessional experiences and mentoring, veterinary technicians prepared to work in the different areas of veterinary medicine and thus ensure public health and animal welfare. The Program follows the UPRA's Institutional Strategic Plan: Beacon 2025 in which one of its strategic areas and goals is to link the university with the external community and promote the Institution as a center of academic, cultural, and service activity.

Two approaches that allow TVET to be linked with the external community is by using service learning and community work as part of its pedagogic method to: 1) help students achieve their academic goals and competencies, and 2) provide a necessary service to underserved communities. Service learning is a form of study in which the curricular requirements are consolidated with contextualized learning (Nguyen et al., 2023; Sotelino et al., 2021). It is the process of learning by doing. Community service is a limited, short-term project that does not require the same level of learning element as service learning does (Arias, 2023).

To understand these concepts better, all service learning is community work, but not all community work is service learning. Following these precepts TVET have organized and participated in service-learning projects like working with the San Francisco de Asis Animal Sanctuary (SFAAS) and the Community Veterinary Clinics, and with community services like the Veterinary Health Clinics and the spay/neuter clinics from non-governmental organizations.

SFAAS

SFAAS is a non-governmental organization dedicated to rescue dogs and cats in need in Cabo Rojo, PR. Currently, it has almost two hundred rescue dogs and cats. Through the years, SFAAS has allowed TVET first- and second-year students to perform service learning and community work in their facilities. Students from the course TVET 2013 (Laboratory of Veterinary Technology I) are assigned to work for a day, under the supervision of the course's professor, and performed the following tasks: physical examinations, obtain patient data (temperature, pulse, respiration, auscultate heart/lungs, assess hydration status), coprological examinations, nail clipping, ear cleaning, and collection diagnostic specimens for analysis on a need to basis (urine, blood, feces, and/or specimens for cytology).



FIG. 1



FIG. 2

TVET-UPRA COMMUNITY VETERINARY CLINICS (CVC)

The CVC was a project funded by Banfield Foundation's Community Care Grant Program. It was intended to be a pro-animal welfare social collaboration between the non-profit organizations Veterinarians for Puerto Rico and Pro Animal Welfare Social Movement and TVET. The project provided education and training to veterinary technician students and helped pet owners by covering the expenses of basic preventive care. It gave routine wellness care, preventive veterinary medicine, and basic medical surgical services to UPRA's community (students and employees) and low-income individuals in the Arecibo Region in Puerto Rico. The grant helped in covering expenses related to

creating and maintaining individual client records, consent forms, pre-anesthetic preparation of patients, assisting and monitoring anesthesia, post-surgical care, preparation of vaccination certificates, dispensing medication, and the preparation of discharge documents with the help of faculty and TVET personnel.

The CVC provided affordable services to 190 dogs and cats owned by students, faculty and employees from UPRA, and low-income individuals from the Arecibo Region. It also allowed TVET students to develop as leaders: working at the clinics they put into practice the theory learned in the classroom, they helped fellow students with their tasks, and engaged in client communications.



FIG. 3



FIG. 4



FIG. 5

physical exams, vaccination, deworming, and ancillary tests performed to dogs and cats.

The project provided education and training to veterinary technician students as it was a service-learning opportunity for first- and second-year students and alumni that volunteered to participate in it. To enhance clinical skills competencies in veterinary technology students - 28 students from the course TVET 2008 (Veterinary Nursing), 15 from TVET 2028 (Clinical Practice), 10 from TVET 2001 (Veterinary Anatomy and Physiology) and 16 from TVET 2012 (Veterinary Technology II) in addition to 10 TVET alumni actively participated in the planning and implementation of the project. The preparation for their participation consisted of online workshops and on-site training weeks prior to the CVC. These prepared the participants in the following tasks: physical exams, coprology and ancillary tests, records and consent form preparation, vaccinations for dogs and cats, preparation of surgical instruments and supplies, types of anesthetic drugs to be used, anesthesia machine, preparation of surgical attire, perform pre-surgical set-up, and how to discharge a patient.

Five pop-up CVC were held during 2023: four of the CVC consisted of spay/neuter and vaccination clinics and one was exclusively a vaccination clinic. Students oversaw scheduling appointments by phone, electronically and in-person,

VETERINARY SERVICES FOR SURVIVORS OF HURRICANE FIONA

Hurricane Fiona was a category one storm that hit Puerto Rico on September 19, 2022, and caused heavy rainfall, widespread flooding, mudslides, and island-wide power outages that lasted weeks (Sánchez, 2022). Veterinary Health Clinics were organized by TVET and in collaboration with the Puerto Rico Veterinary Medical Association, the Pro-Animal Welfare Social Movement, and the Cooperative of Veterinarians of Puerto Rico responding to the need to contribute to the One-Health approach in preserving the wellbeing of the affected communities. These clinics were held in the municipalities of Cabo Rojo (SFAAS), Maricao (Bucarabón Foundation) and Las Marías, PR. These allowed seven second year students to actively do community work.

SPAY AND NEUTER CLINICS

Students have performed community work by actively participating in spay and neuter campaigns organized by non-governmental organizations. They have collaborated, on a volunteer basis, with high-volume vaccination and spay and neuter activities for disadvantaged communities around Puerto Rico.

CONCLUSION

Learning outside the classroom could greatly benefit veterinary technology students by allowing them to interact with diverse communities and clients in need of veterinary care and to participate in hands-on real-life cases and everyday challenges confronted while attending patients. It allows students to become leaders and develop critical thinking and organizational capability. This pedagogical approach could help students to practice and develop the necessary skills they need to thrive as professionals after they graduate.



FIG. 6

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FIGURES

Figure 1. TVET students participating in community work at the San Francisco de Asis Animal Sanctuary.

Figure 2. Dr. Rosario Delgado-Lecároz giving instructions to TVET students to start one of the TVET-UPRA Community Veterinary Clinic

Figure 3. TVET Faculty, supporting staff and veterinary technician students that participated in TVET-UPRA Community Veterinary Clinic

Figure 4. Paola N. Torres-Olivera, TVET student, filling out patient and anesthesia records in TVET-UPRA Community Veterinary Clinic

Figure 5. TVET students participating in the Veterinary Health Clinics for survivors of Hurricane Fiona.

Figure 6. Dr. Rebeka Sanabria-León participating on a house call during the Veterinary Health Clinics for survivors of Hurricane Fiona.

Harnessing Student Power: Leveraging Vet Tech Students to Promote Your Program at Local Pet Events

Jessica Leary, RVT, Midwest Institute

CORRESPONDENCE:

Jessica Leary, RVT
jessica.leary@midwestinstitute.com

If you were to ask a complete stranger about their knowledge of the roles in veterinary medicine, you'll probably get the standard answer: veterinarian. Unfortunately, public awareness of this field is often limited, with very little understanding of not only specialized roles like veterinary technicians, but the training and education required to make it a successful career.

As I transitioned into my current role, enrollment numbers were always a concern. Program advertisement was limited to SEO (search engine optimization), but unless students were specifically looking for a veterinary technician program it wasn't truly benefitting us. So then, how do you promote a program for a career that the public knows so little about?

Pet events in your area are often a hotspot for reaching a dedicated audience. Most attendees share a passion for pets or know someone with an interest in veterinary care. Event hosts will usually advertise sponsors and vendors attending the event, and the cost is usually pretty minimal related to the size of the event. Who better to promote your program than your students, and what better excuse for a student chapter outreach project?

Officers in our student chapter of NAVTA (SCNAVTA) are tasked with organizing booths, including delegating

duties to other chapter members and brainstorming booth activities, displays, and/or offerings, while we provide booth basics such as a table cloth, brochures, signage, canopy, freebies (pens, etc), and a table (if not provided). Displays showcasing both veterinary technology and program highlights should be included. If there is electrical access, consider displaying a slideshow with photos of students in action or bringing a spare microscope with a few samples for attendees to look at (with a sign that says "do not touch, please look with your eyes only!").

When selecting events, we will generally review a few things first: location, cost, anticipated audience, and dates. Consider limiting searches to generalized pet events rather than specialized ones, like grooming or training, or events supporting causes your program supports, such as Pride. Events may have different fees for non-profit and for-profit companies, and be sure to take advantage of any "early-bird" registration savings. Pay attention to items like electricity availability and whether tables and chairs are provided or if you will need to provide your own. We also try to avoid back-to-back events as it can be a lot of work without a break in between.

Once you have an event in mind, discuss if booth fees will be paid by your student chapter or by the program with your administrative team. Make sure to apply, return necessary paperwork, and pay the booth fee before the deadline and follow up to ensure payment has been sent/received. Meet with your student chapter to discuss interest, availability, and ideas for the event. If your chapter is less active than



you'd like, making event attendance mandatory for officers is a great way to guarantee chapter activity (the expectation for officers in our chapter is attending at least one event is mandatory).

Advertise the event to not only your students and faculty, but to your entire school and the general public. Use social media to create posts, share flyers, and create events inviting everyone to visit your booth and ask your students questions about the program or being a vet tech. Event coordinators will oftentimes also make posts to spotlight sponsors or participating vendors, so be sure to share these posts, thanking them for the opportunity to attend.

Prior to the event, event organizers will typically send an email outlining important day-of information, such as booth location assignments, checking in, loading/unloading locations, parking, and rules. Ensure to read through the information fully and reach out to the event coordinator for additional clarification if you are confused to have questions not covered. Share this information with your students as well, checking in with them the night before to ensure that everyone is on the same page and clarifying any delegated responsibilities, what they need to bring, and any last-minute reminders.

On the day of the event, be sure to arrive with enough time to completely set up the booth prior to the start of the event. Check in with the event coordinator for any last minute/day of changes. Be mindful of booth placement with respect to your neighbors: make sure you're allowing room for adjacent booths and aren't encroaching into their space. Encourage

students to greet people as they pass by your booth instead of sitting and "hiding" behind the table. And remember, it's important to stay until the event wraps up—leaving early is disrespectful, unprofessional, and could jeopardize future invitations. Afterwards, discuss with your team what they did or didn't like, or any changes they'd like to see at future events.

Having booths at local pet events can be a very fun way to engage students and help spread awareness for not only your program, but veterinary technology as a career path. Participating in community events also offers significant benefits to students by providing opportunities to practice their communication skills while engaging with the public, answering questions, and explaining the program. Additionally, the teamwork involved in organizing and running these events fosters collaboration and leadership skills, further enriching their educational experience.

SUPPLEMENTAL ITEMS

Tips:

- Bring a cooler with water bottles and some snacks
- Bring sun screen!
- Consider purchasing a wagon to help transport items
- Lawn chairs are usually a lot more comfortable to sit in than some of the provided chairs
- If your information is not on program brochures, bring business cards to hand out



Questions for event organizers:

- Is the event indoor or outdoor?
- Will a table and chairs be provided?
- When is set up/break down?
- Where is loading/unloading and/or vendor parking?
- How many people are able to attend with the booth? (some events have limitations on booth attendees, especially if the event is ticketed and not free to attend).
- Are there any prohibited activities?
- Is there access to electricity?

Ideas for activities that can be entirely student-run:

- Scheduled CPR demonstrations
- Nail trims
- Educating clients on common household toxins with handouts
- Demonstrating how to use a stethoscope and allowing attendees to auscultate their own pet's heart
- "Physical Exam" forms for younger attendees to fill out for their pets
- Games
 - Categorize veterinary tasks as veterinarian or technician
 - Identify canine body language
 - Pet trivia
 - "Guess the foreign body"

Ideas for informative items or displays:

- Preserved specimen in formalin jars
- Printed and laminated radiographs
- Photo collage or poster of students or vet techs in action
- Brochures or a poster explaining what a vet tech is
- Potential career paths for vet techs
- Models of things like teeth, heart, kidneys, etc.



SCNAVTA Profile:

Blue Ridge Community College

Stephanie Atkins, BS, LVT, LAT
Veterinary Technology
Blue Ridge Community College

This school year the Blue Ridge Community College Vet Tech club has been hard at work. We have held several fundraisers to include specialty designed t-shirts, Joe Corbi's Pizza Kits, collecting native nuts and other physical donations, and a very successful Fall bake off! We have raised just over \$5,800 this year! The money we raise from our fundraisers go to help local animal non-profits such as the Wildlife Center of Virginia, Blue Ridge Reptile Rescue, our local SPCA, and many others. This year we opted to spread our wings a little further and donated \$1000 to the Maui Forest Bird Recovery Project to help with recovery efforts after the wildfires that devastated the island of Maui back in August. Being an active SCNAVTA chapter is very rewarding for our students in their community service efforts and in addition, we do have a lot of fun too.



Program Profile:

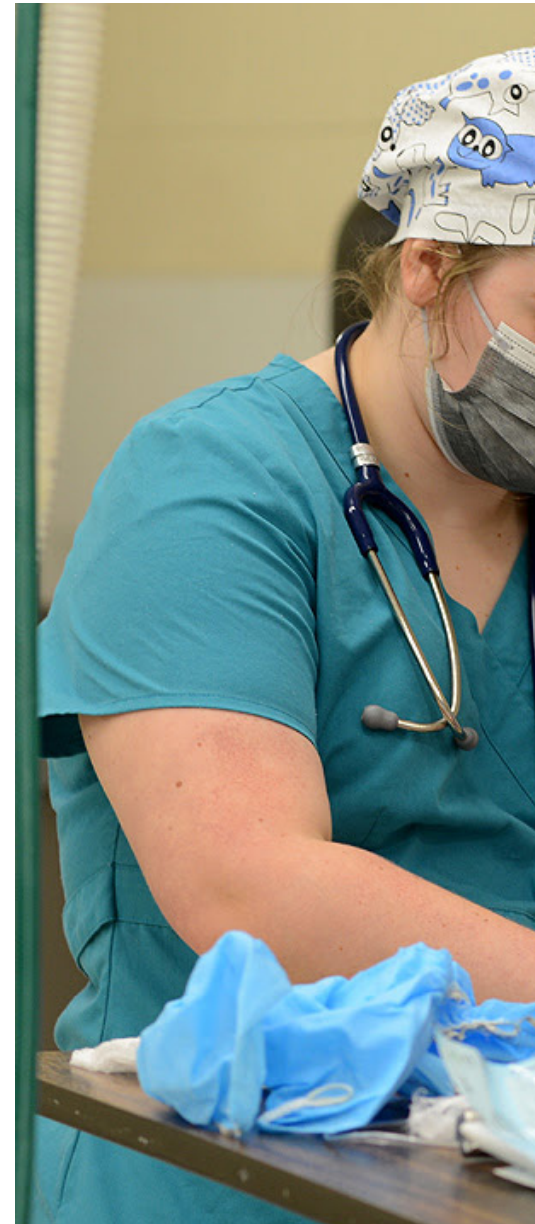
Morehead State University

Amy J. Staton, Ed.D, LVT, Elite FFCP
Associate Professor, Veterinary Technology
Morehead State University

Meeting the educational needs of East Kentucky while striving to constantly improve the quality of its public service, economic development and applied research programs are the primary objectives of Morehead State University. Morehead State has been recognized as the number one Kentucky public university for financial aid and ranked the ninetieth regional public university in the south. The Veterinary Technology Program has earned the distinction of top vet tech program in the state numerous times. MSU is accredited by the Southern Association of Colleges & Schools (SACS).

Morehead State University offers an exceptional hands-on learning opportunity in the area of veterinary technology. Accredited by the AVMA since 1977, the Veterinary Technology Program is located on a fully functional 350-acre farm, the Derrickson Agricultural Complex. The faculty and staff include: two full-time veterinarians, and four full-time veterinary technologists.

Morehead State University offers both an associate and bachelor's degree in veterinary technology. Along with a solid foundation of knowledge, all clinical training is completed at the Equine Health and Education Center and Veterinary Technology Small Animal Teaching Hospital. Students in the Veterinary Technology Program develop their skills on a large variety of animals and complete courses that contribute to their understanding of animal health. Students work with many species including dogs, cats, cattle, horses, sheep, pigs,



birds, rats, rabbits, and occasional exotics. MSU offers an excellent clinical program in which the students participate in all aspects of clinical care of the patients, including but not limited to, animal husbandry, laboratory procedures, dentistry, pharmacology, surgical nursing, radiology, and treatment of all small and large animals. The students have ample opportunity to use their technical skills that they learn under direct supervision of the instructor. Skills are reinforced numerous times throughout the program to build proficiency and confidence.

MSU VT graduates are strong and confident in the skills that they have learned and are ready to enter the work force.





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