**Stephanie R. Vuckovich, CVT**

**Beaver County Career & Technology Center**

**Veterinary Assistant Program**

**Implement a Safety Program**

**Safety Manual**

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**Beaver County Career & Technology Center**

**Veterinary Assistant Program**

**Stephanie Vuckovich, Instructor**

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**Safety Rules**

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**Section 1**

**Veterinary Assistant**

**Laboratory Safety Rules**

1. Food and drink may only be consumed in the **classroom area.**

2. When an animal is in an unfamiliar environment we may see a change in behavior. We must make certain we are using caution when working with animals that are not in their normal environment.

* **It is helpful to always be quiet and calm when handling animals.**

3.Any animal has the potential to bite especially when scared or threatened.

* **Under no circumstances should you ever put your face in the face of an animal.**

4. The **doors to our classroom must stay closed** at all times when we have an animal in the laboratory area.

5. Dogs must be **leashed at all times**. Animals must not interact with each other in the laboratory.

6. **Appropriate dress is required for participation in the lab.**

* Scrubs are to be worn to reduce the spread of contamination and disease, as they can be easily washed.
* Shoes must be leather, non-skid, low-heeled and closed toe.
* No dangling earrings.
* No necklaces or bracelets.
* Long hair must be pulled back.

7. **When lifting objects or an animal over 50 pounds.**

* Use more than one person.
* Bend at the knees.
* Keep your back straight.

8. **Use personal protective equipment**

* Wear exam gloves when working with chemicals, animals, and hazardous materials.
* Exam gloves should be changed before handling a different animal.
* Properly wash hands after handling each animal.
* Wear safety goggles or safety glasses when mixing chemicals or any other task that may risk eye injury.

9. Keep your work area neat and clean to avoid accidents. Always use wet floor signs when appropriate.

10. Report all injuries to Mrs. Vuckovich immediately.

11. Professional behavior is expected of the student at all times while working in the laboratory.

*I have read, understand, and agree to follow the safety rules of the Veterinary Assistant Program.*

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Management of Hazardous Materials/Chemicals:**

**ParvoClear**

**SDS**

**Section 2**

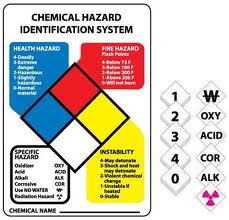








**Minimizing the Need for Hazardous Materials**

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**Section 3**

**Hazardous Products and Chemicals Stored in the Laboratory**

|  |  |  |
| --- | --- | --- |
| Product Name | Manufacturer | Manufacturer Location |
| Aloe and Oatmeal Skin and Coat Conditioner | Tomlyn Products, Evsco Pharmaceutical, Vet Solutions | Fort Worth, TX |
| Aloe and Oatmeal Shampoo | Tomlyn Products, Evsco Pharmaceutical, Vet Solutions | Fort Worth, TX |
| Bath and Body Works Instant Antibacterial Hand Sanitizer | Bath and Body Works Limited Brands | Columbus, OH |
| Bleach | James Austin Company | Mars, PA |
| Comfort Zone Spray with Feliway | Farnam Companies, Inc. | Phoenix, AZ |
| Ear Cleaning Solution | Tomlyn Products, Evsco Pharmaceutical, Vet Solutions | Fort Worth, TX |
| Expo Dry Erase Cleaner | Sanford NA | Bellwood, IL |
| Fecaltect | Butler Schein Animal Health | Dublin, OH |
| Dawn Manual Pot and Pan Detergent | Procter & Gamble Professional | Cincinnati, OH |
| Dip Quick Stain Set | Jorgensen Laboratories, Inc. | Loveland, OH |
| Gram Stain Set Crystal Violet, Iodine, Decolorizer, and Safraranin | Astral Diagnostics Corp. | West Deptford, OH |
| Groom Aid Spray | Tomlyn Products, Evsco Pharmaceutical, Vet Solutions | Fort Worth, TX |
| Quick Stop Septic Powder | Gimborn Pet Specialties, LLC | Atlanta, GA |
| NABC Non-Acid Disinfectant Bathroom Cleaner | Spartan Chemical Company, Inc. | Maumee, OH |
| Oster Blade Wash | Oster Professional Products | McMinnville, TN |
| Oster Cool Lube 3 | Oster Professional Products | McMinnville, TN |
| Reach Liquid Hand Cleaner | Zep | Atlanta, GA |
| Simoniz Disinfectant Spray | Simoniz USA, Inc. | Bolton, CT |
| Spit Fire RTU Power Cleaner | Diversey, Inc. | Sturtevant, WI |
| Stainless Steel Cleaner Polish | Spartan Chemical Company, Inc. | Maumee, OH |
| ParvoClear | Butler Schein Animal Health | Dublin, OH |
| Windex Powerized Glass Cleaner | Johnson Diversey Corp. | Sturtevant, WI |

**Purchasing/Inventory of Hazardous Materials**

* Mrs. Vuckovich is responsible for purchasing all chemicals required for the lab.
* In order to limit the amount of chemicals stored in the laboratory, chemicals are purchased as needed in smaller quantities.
* The teacher hands out the chemicals to each student as needed.
* A chemical inventory form for each hazardous material is kept in the OSHA binder. The chemical inventory form contains:
  + Chemical name
  + Chemical use
  + Quantity in stock
  + Location of the chemical
  + Chemical expiration date
  + Hazard class, physical state, manufacturer

**Storage of Hazardous Materials**

* Similar items are stored together.
  + Dish soap, hand soap, hand sanitizers
  + Laundry detergent
  + Disinfectants and bleach
* When not in use, chemicals are stored in a locked cabinet.

**Disposal of Hazardous Materials**

* Empty or expired products will be disposed of in the maintenance department and disposed of as required by school policy.

**Spill and Leak Prevention**

* Store all chemical products in an upright position to prevent spills and leakage.
* Seal caps tightly.
* Clean up spills as directed and note spill on the chemical inventory form.

**Job Safety Analysis**

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**Section 4**

|  |  |  |
| --- | --- | --- |
| **Job Safety Analysis Worksheet** | | |
| Job: Safely remove a dog from a cage or kennel | | |
| Analysis By: S. Vuckovich | Reviewed By: S. Vuckovich | Approved By: S. Vuckovich |
| Date: TBD | Date: TBD | Date: TBD |
| **Sequence of Steps** | **Potential Accidents or Hazards** | **Preventive Measures** |
| Shut door to kennel room | The dog could escape the kennel area | Check to make sure the kennel door is shut to prevent pets from escaping |
| Place a leash in one hand with a large loop open and ready to place over the dog’s head | Dog could be fractious | Have a thick towel or blanket ready to place over patient in case patient is fractious. Have various sized muzzles in a convenient location in case patient is aggressive |
| Open the cage door enough to slip the hand holding the leash into the cage | The dog could escape | Open the cage door just enough to slip your hand in the cage |
| Slip the leash over the neck of the dog and gently tighten the leash around the patients neck | The dog could escape | Make sure the leash is not too tight |
| Open the door fully and allow the dog to exit on its own | Pulling too hard on the dog to get it out of the cage | Do not pull too tight on leash to avoid harming the dog |
| If the dog is small or in an upper level cage, pick it up and place it on the floor | Hitting your head on kennel door when returning to standing position | After placing small dog in the floor use caution to avoid by opening kennel door fully |
| Keep the dog to your side while maintaining a slight tension on the leash | Lose control of the dog | Keep the dog at your side with slight tension |

**Workstations, Equipment, or Procedures that Require a Job Safety Analysis**

Work Stations

* Exam Room
* Kennel Area
* Laboratory Area

Equipment

* Microscope
* Stethoscope
* Electric exam tables/scales
* Kennels
* Surgical Instruments
* Centrifuge
* Autoclave

Job Procedures

* Fecal Analysis
* Urinalysis
* Staining/preparing slides
* Restraint
* Grooming
* Dress Code

**Responding and Reporting Accidents**

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**Section 5**

**Beaver County Career and Technology Center**

**Policy for Reporting Accidents, Illness or Injury**

When students become ill in class, notify the nurse that you are sending the student to the office and give some details of the illness. If the nurse is not available, report the situation to the office.

Use considerable discretion on student’s condition before they are released from your room. If a student has to go to the first aid room, they should be accompanied by another person.

All injuries, no matter how slight, should be reported to the instructor. **Accidents must be reported by the instructor the day they occur** and *Accident Report* must be completed by the instructor.

**DON’T…**

* Attempt to give liquids to an unconscious person
* Let the victim see a serious injury if this can be avoided
* Try to arouse an unconscious person
* Move a person suspected to have a back injury

**Do…**

* Keep the injured person lying down
* Give aid to such things as serious bleeding, chemicals in eyes, etc.
* Send for assistance
* Reassure the victim

**Student Insurance**

The school does not carry accident insurance on students; however, our participating schools have an approved plan whereby the parents purchase such coverage on a group basis at a nominal premium. Students should be encouraged to partake of the insurance program for the well-being of everyone concerned.

**Scratches and Bites**

Due to the nature of the profession, veterinary professionals are at a high risk for animal bites and scratches. We use caution to prevent these incidents from occurring but due to the unpredictability of animals, there is no guarantee that we can eliminate these types of injuries. We can however reduce the frequency of these occurrences by learning to read animal body language, wearing long-sleeved shirts, and following the class rules when handling animals.

When animal bites or scratches occur, the affected area should be cleaned with warm water and antibacterial soap. After cleansing a bandage should be applied until medical attention is given to the injury. When handling a cat it is important to avoid being bitten or scratched. Cats can cause severely infected bites and scratches. If an injury from a cat looks to be infected, do not hesitate to seek medical attention.

**Beaver County Career and Technology Center**

**Accident Report**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time of Accident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Nature of Accident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Is the Accident Considered Serious? : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Nature of First Aid Given: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Witness: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Signature of Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Safety Audit Form**

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**Section 6**

VETERINARY ASSISTANT PROGRAM SAFETY AUDIT FORM

1. School Administration

S=Satisfactory U=Unsatisfactory NA= Not Applicable

|  |  |
| --- | --- |
| S U NA | The school principal and safety officer visit all laboratories to check for hazardous conditions and to make provisions for corrections. |
| S U NA | The school principal requires that standardized written reports of hazardous conditions be submitted and distributed to the proper individuals to assure corrective actions. |
| S U NA | A written procedure has been established for reporting defective equipment immediately to assure prompt repair. |
| S U NA | The school principal keeps records of all inspections and these inspections are readily available for reference. |
| S U NA | The school district has defined “an accident” and has available employee and student accident reporting forms which fulfill the state statistical requirements. |
| S U NA | All accidents are promptly reported and analyzed. Immediate steps are undertaken to correct causes of accidents, and copies of all reports are kept in a school file until it is determined they are no longer necessary. |
| S U NA | The school has readily available all necessary information in order to reach parents or guardians in case of an emergency. |
| S U NA | The school has an effective standardized district safety policy. |
| S U NA | .The school has an effective policy and procedure for the administration of first aid. |
| S U NA | The instructor is notified of all student disabilities. |
| S U NA | The instructor has direct communication with the school nurse. |
| S U NA | First aid personnel or a nurse is available at all times. |
| S U NA | The school principal accepts the responsibility for keeping class size appropriate for activities, student age, facility size and the number of workstations available. |
| S U NA | The school principal is aware of his/her responsibility and liability in regard to students’ protection. |
| S U NA | The school principal requires that the technology education areas be maintained and cleaned and provided with the same custodial services available to other general education programs. |
| S U NA | The school principal will make sure that a technology education certified instructor is in attendance when student work takes place. |
| S U NA | The school district has a policy for dealing with the removal of students who consistently violate safety regulations. |

2. Teacher

S=Satisfactory U=Unsatisfactory NA= Not Applicable

|  |  |
| --- | --- |
| S U NA | Teacher supervision is provided at all times when classes are in session. |
| S U NA | The teacher continuously inspects the simulation lab to discover needed repairs and corrections. |
| S U NA | The teacher utilizes an inspection checklist when making formal inspections and maintains file copies. |
| S U NA | The teacher reports all hazardous conditions to the proper administrator. |
| S U NA | The teacher keeps records of all inspections and has copies of inspection reports readily available for reference. |
| S U NA | The teacher keeps records of all maintenance problems and the disposition of requests for corrections. |
| S U NA | The teacher keeps records of all accidents and analyzes them immediately for corrective measures. |
| S U NA | The teacher keeps records of all safety instruction and evaluation. |
| S U NA | The teacher selects student activities, keeping in mind the maturation level and ability of the students involved. |
| S U NA | The teacher makes the students wear protective equipment when needed. |
| S U NA | Teacher is responsible to see that personal protective equipment has been sterilized. |
| S U NA | Instruction is reinforced by continuous proper example through deeds and actions of the teacher, such as wearing protective equipment in all situations deemed necessary. |
| S U NA | The teacher is knowledgeable in the use of the various fire extinguishers in the facility. |
| S U NA | Routine preventative maintenance is practiced to assure against breakdown of equipment. |

3. Instruction

S=Satisfactory U=Unsatisfactory NA= Not Applicable

|  |  |
| --- | --- |
| S U NA | The student’s sense of responsibility is promoted, developed and periodically evaluated. |
| S U NA | Students receive instruction in the use of all tools and equipment they are expected to operate. |
| S U NA | Students are tested and permission is granted before machines are operated. |
| S U NA | General rules are established and enforced for safe, efficient laboratory operation. |
| S U NA | Students are instructed and alerted to possible hazardous operations and are monitored in these activities. |
| S U NA | “Horseplay” and practical jokes are dangerous and are not tolerated. |
| S U NA | Proper instruction and warning are given in the use and handling of toxic, caustic and volatile materials. |
| S U NA | In order to provide continuous safety instruction, questions on safety are included in all phases of instructional program. |
| S U NA | Students are instructed in the proper methods of handling and lifting materials. |
| S U NA | All work undertaken is approved through an established method before proceeding. |
| S U NA | Students are instructed in the procedure in ho to report hazards and fires. |

4. Personnel Protection

S=Satisfactory U=Unsatisfactory NA= Not Applicable

|  |  |
| --- | --- |
| S U NA | In compliance with Pennsylvania law eye protection devices will be worn and appropriate signs posted. |
| S U NA | Emergency showers and eye wash stations are available and tested regularly when material safety data sheets (MSDS) specify them. |
| S U NA | After use, eye-protection devices are cleaned and returned to properly designed storage racks. |
| S U NA | In all areas needing special body-protective clothing, such clothing is provided and used (e.g., aprons, shoes, gloves) |
| S U NA | Students are cautioned on the danger of loose clothing, jewelry, ties, long ties etc. |
| S U NA | All injuries are reported to the instructor for immediate attention. |
| S U NA | Appropriate materials and procedure of hazardous spills and accidents are available. |

5. General Safety

S=Satisfactory U=Unsatisfactory NA= Not Applicable

|  |  |
| --- | --- |
| S U NA | Lecture Classroom 45 sq. ft. per student  Computer Stations 50 sq. ft. per student  Simulation Laboratory 75 sq. ft. per student |
| S U NA | There are at least 6 linear feet (1.8 meters) of workspace per student in the classroom/laboratory. |
| S U NA | In order to meet with the Americans with Disabilities Act (ADA) requirements for handicapped and disabled students, there is at least an additional 20 square feet (1.9 meters) of working space for each disabled student. |
| S U NA | One instructor has overall responsibility for each major laboratory facility. |
| S U NA | Provision has been made for keeping inappropriate garments and materials out of activity area. |
| S U NA | Good housekeeping standards are observed. |
| S U NA | The student educational cleanup program is backed up with complete custodial services. |
| S U NA | Waste is collected daily and disposed of by the custodian. |
| S U NA | Floors are maintained in a condition conducive to safe practices with nonskid surfaces provided around machines. The floors are covered with a non-skid wax. |
| S U NA | Aisles are clear of protruding materials. |
| S U NA | The room does not have any blind spots where students cannot be observed. |
| S U NA | Room furniture and equipment are arranged for optimum safety. |
| S U NA | Non-glare lighting is provided for all work areas according to the State Board of Health Regulations. |
| S U NA | Two widely marked exits are available from the classroom and laboratory area. Both open outward and at least 5 feet wide (1.5 meters) to accommodate handicapped students. |
| S U NA | Facilities are light, pleasant, clean and conducive to good instruction. |
| S U NA | Student medical and allergy problems are identified. |
| S U NA | A telephone or intercom is available for notifying the office or others in the event of an emergency. |
| S U NA | Health hazards were considered in the laboratory design to minimize injuries from excess heat, noise, fire and fume conditions. |

6. Storage

S=Satisfactory U=Unsatisfactory NA=Not Applicable

|  |  |
| --- | --- |
| S U NA | Storage racks and shelves are designed and constructed to meet storage requirements. |
| S U NA | Materials are stored in a safe manner. |
| S U NA | Students and instructors are protected from protruding materials and sharp edges. |
| S U NA | Provision has been made for a fire-approved bulk storage area. (Refer to local Fire Marshall.) |
| S U NA | Lockable storage is available. |

7. Electric

S=Satisfactory U=Unsatisfactory NA=Not applicable

|  |  |
| --- | --- |
| S U NA | All switches are enclosed per National Electric Code. |
| S U NA | All power cords are of proper length as determined by gauge and load. |
| S U NA | All outlets located near sinks and water sources are protected by Ground-Fault Interrupters (GFI). |
| S U NA | All electric circuits are provided with overload protection. |
| S U NA | All electrical outlets and machines are grounded. |
| S U NA | All extension cords are three-wire with proper connections. |
| S U NA | Readily accessible individual “off” and “on” controls are installed on all machines as well as the electrical control panel. |
| S U NA | Extension cords are not used for permanent installation. |

8. Equipment

S=Satisfactory U=Unsatisfactory NA=Not Applicable

|  |  |
| --- | --- |
| S U NA | Safety Instructions for the use of each simulator are available. |
| S U NA | Simulators and equipment are in safe operating condition at all times. |
| S U NA | Proper material is available for equipment cleaning. |

9. Fire

S=Satisfactory U=Unsatisfactory NA=Not Applicable

|  |  |
| --- | --- |
| S U NA | A sufficient number of proper fire extinguishers are periodically inspected, dated, and recharged. |
| S U NA | All portable fire extinguishers are properly mounted and readily accessible for all activity areas. |
| S U NA | Adequate exit doors and open aisles are available for prompt evacuation. |

**Student Safety Instruction Check-Off Sheet**

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**Section 7**

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**Instructional Plan:**

**Safely remove a dog from a cage or kennel**

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**Section 8**

**Course Name:** Veterinary Assistant

**Unit Name:** Veterinary Safety

**Topic:** Veterinary Restraint and Handling

**Instructor’s Name:** Vuckovich, Stephanie

**Grade Level:** 10, 11, 12

**Hour or Time Period the Class Meets:** AM Session8:00-10:45 AM Session 11:30-2:30 PM

**Date:**  December 3, 2012

**Standards: (Academic & Industry)**

**Academic:**

1.3.11.F Listens to others

1.6.11.E Participate in small and large group discussion and presentations

**Industry:**

American Veterinary Medical Association (AVMA) Physical Restraint of Animals

American Animal Hospital Association (AAHA) Animal Handling and Restraint

**Instructional Objectives:**

In a clinical setting, the student will demonstrate the proper way to remove a dog from a kennel or cage following the procedure guidelines, the student must score at least 85%.

**Resources/Materials:**

* Veterinary Assisting Fundamentals and Applications, Beth Vanhorn and Robert C. Cark, Chapter 40.
* Low Stress Handling, Restraint, and Behavior Modification of Dogs and Cats, Dr. Sophia Yin.
* Video, “Moving Dogs around the Facility” from Low Stress Handling, Restraint, and Behavior Modification, Dr. Sophia Yin.
* Slip lead.
* Kennel area of the veterinary assistant labortory.
* Procedure guideline for removing dogs from a kennel or cage.

**Instructional Outline:**

**Administration/Daily Class Assignment: (30 minutes)**

* Take attendance
* Make announcements
* Daily assignment for student
* Collect daily assignment

**Introduction: (15 minutes)**

Ask the following questions:

* “Do you think that removing a dog from a cage or kennel would be a fairly easy task?”
* “What items will you need to have with in order to accomplish this task?”
* “What are some problems you may encounter while removing a dog from a kennel?”

Give students a copy of the procedure guideline for removing a dog from a cage or kennel.

Review with students how to recognize the behavior and body language of a scared or aggressive dog.

Explain to students that they will learn the steps to safely remove a dog from a cage or kennel.

**Content Presentation: (25 minutes)**

* Explain the objective of the day, referring to the procedure guideline.
* I will lead the class in a discussion about what assistants must do to avoid accidents while removing a dog from a cage or kennel. We will discuss how to remove an aggressive dog from a cage while avoiding injury.
* Students will read a section of chapter 40 in their textbook and review the competency skill “Removing a dog from a cage or kennel” on page 565.
* The students will watch Dr Sophia Yin video”Moving animals around the facility”. This video demonstrates how to remove scared or aggressive animals from cages.

**Summary: (5-7 minutes)**

* Restate the ojective of the day.
* Explained that for their assessment they will be required to remove a live dog from a cage or kennel following the the procedure guidelines.
* Asked the following questions:
  + What do you need to have with you in order to remove a dog from a cage or kennel?
  + Why is it important to take a moment to look at the dog before reaching into the cage?
  + If we have an aggressive dog, how do we proceed with the task of removing them from the cage? What can we do to avoid accidents or injuries?
  + How can we prevent a dog from escaping while removing it from a cage?

**Application: (20 minutes)**

* Students will take turns removing a live dog from the kennel area while the instructor makes observations and assists as needed.

**Accommodations/Adaptations:**

* Students can work with an instructional aide or myself if needed.
* I will give the student extra time to practice the skill prior to the assessment.

**Assessment:**

The performance evaluation will consist of the student demonstrating how to remove a live dog from a cage or kennel following the procedure guidelines. The importance of paying attention to canine body langauge will be reinforced through daily questioning.

**Teacher Reflection:**

I was aware that I needed to stress the importance of safety in this lesson from the beginning. I believe that my introduction was helpful because often people falsely belive that this task is simple. It has been my experience that the more simple people belive a task to be, they less they pay attention. When people fail to pay atttention and rush through a task, the chance of injury increases. I felt my introduction engaged the students and prepared them to take the lesson seriously. I felt that the video also reinforced the lesson because the students were able to see how difficult it can be to remove a scared dog from a cage. The video also demonstrated tips to help accomplish the goal. My lesson plan was helpful to me, I was able to present the information in a logical sequence. I felt that the students enjoyed this lesson. The application portion of the lesson may have been a bit routine for the students though. I find that it is difficult for students to fully understand or learn how to work with aggressive or scared animals in the school setting because I try to find animals that are easy to work with at this stage of their education/experience to avoid injuries. Overall, I feel that the students are at least preparred for what they would experience when they are in a clinical setting.

**Sample Safety Test**

[](http://www.google.com/imgres?hl=en&tbo=d&biw=1366&bih=587&tbm=isch&tbnid=88crl9wd49zmkM:&imgrefurl=http://www.acclaimclipart.com/free_clipart_images/pencil_cartoon_character_student_gets_an_a_on_test_0521-1001-2611-1703.html&docid=2tCL9T1aHOFxnM&imgurl=http://www.acclaimclipart.com/free_clipart_images/pencil_cartoon_character_student_gets_an_a_on_test_0521-1001-2611-1703_SMU.jpg&w=294&h=300&ei=CTWhUO_3FceJ0QGAlICIDg&zoom=1&iact=hc&vpx=846&vpy=125&dur=812&hovh=227&hovw=222&tx=116&ty=120&sig=111074838196494866578&page=1&tbnh=123&tbnw=127&start=0&ndsp=30&ved=1t:429,r:7,s:0,i:95)

**Section 9**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter 41 test

1. The contamination of a healthy animal due to unsafe sterile practices of staff.

1. Zoonotic infection
2. Protozoal infection
3. Nosocomial Infection
4. Fungal infection

2. Agency that regulates controlled substances in veterinary facilities.

1. OSHA
2. DEA
3. MSDS
4. PPE

3. The practice of preventing the spread of contagious and infectious organisms that may cause zoonotic disease.

1. Right to know station
2. Biological hazard
3. Aseptic technique
4. OSHA

4. Area to properly dispose sharp item to prevent contamination and spread of disease.

1. Right to know station
2. Sharps container
3. OSHA
4. MSDS

5. Infections spread from animals to humans.

1. Nosocomial infection
2. Zoonotic hazard
3. Biological hazard
4. Chemical hazard

6. Safety concerns that may cause injury to the skin, lungs, eyes, or other areas due to exposure of liquid or gases.

1. Chemical hazard
2. Biological hazard
3. Physical hazard
4. Zoonotic hazard

7. Safety concerns that can cause physical harm to a human or animal’s body.

1. Chemical hazard
2. Biological hazard
3. Physical hazard
4. Zoonotic hazard

8. Which of the following is an example of a veterinary safety device?

1. Scavenger hose for anesthesia
2. Medical waste bag
3. Sterile surgical gloves
4. All of the above

Matching

\_\_\_\_\_\_9. no signs of living organisms a. controlled substance

\_\_\_\_\_\_10. treatment using chemicals b. chemotherapy

\_\_\_\_\_\_ 11. causes diseases that must run their course c. right to know station

\_\_\_\_\_\_12. a living organism that invades the external area d. PPE

of the body through direct and indirect contact

\_\_\_\_\_\_13. parasites that are one-celled simple organisms e. fungus

\_\_\_\_\_\_14. a living organism that invades the body

causing illness f. sterile

\_\_\_\_\_\_15. drugs that have the potential for abuse and addiction g. protozoan

\_\_\_\_\_\_16. items used to keep staff safe from hazards within h. OSHA

the facility

\_\_\_\_\_\_17. the area where all OSHA binder information i. schedules

and MSDS are kept

\_\_\_\_\_\_ 18. transmission of a disease through a direct source j. bacteria

\_\_\_\_\_\_19. provides for safe and healthy work environments k. direct contact

and conditions for all employees

\_\_\_\_\_\_20. classes of controlled substances according l. virus

to potential for addiction

Fill in the blank:

21. Bite wounds are examples of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hazards.

22. The air and water are examples of spreading disease through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ contact.

23. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is often treated using chemotherapy.

24. Medications that are controlled are listed in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ according to their potential for abuse.

True or False:

25. \_\_\_\_\_\_ The SDS includes manufacturer information on products.

26. \_\_\_\_\_\_ An eye wash station is an example of a safety device.

27. \_\_\_\_\_\_ Schedule I drugs have the lowest potential for abuse and addiction.

28. \_\_\_\_\_\_ All controlled substances must be kept locked at all times.

29. \_\_\_\_\_\_ Radiation exposure is an example of a chemical hazard.

30. \_\_\_\_\_\_ The MSDS provides information published by the manufacturers of products that have the potential to harm humans within the facility.