

HANDBOOK FOR
PRACTICUM IN
VETERINARY MEDICINE
WORK SITES

PLANO INDEPENDENT SCHOOL DISTRICT
AGRICULTURAL SCIENCE

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WHAT IS THE PRACTICUM IN VETERINARY MEDICINE?

This high school course is a continuation of the Veterinary Medical Applications course providing further training in the veterinary assistant field. This upper-level course includes, but is not limited to, animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injection techniques, laws and ethics, and veterinary office procedures. The curriculum provides instruction to assist students in practicing communication skills, utilizing listening skills to follow directions, practicing basic mathematics skills as applied to a veterinary medical setting, and reading to gain information, and to perform assignments and tasks as directed. This course will include a clinical rotation designed to allow students to gain hands-on experience working in various veterinary assistant positions. Students are also given the opportunity to develop leadership skills through the FFA organization.

GENERAL COURSE REQUIREMENTS

- Student must have successfully completed the Veterinary Medical Applications course before beginning the practicum.
- Must have teacher approval prior to enrolling.
- Student must obtain placement at an approved work site throughout the school year.
- Work site must be within a 15-mile radius of campus.
- Student must obtain placement at an approved work site throughout the school year.
- Must be 16 years old.
- Provide reliable transportation.

What is an Internship?

An internship is a well-defined short-term work/learning experience to help students prepare for a chosen career field. They will be applying the skills learned in the classroom to a career experience. Typically, students will be working on projects while working alongside practicing professionals.

Internships benefit students, teachers, school and employers

Students benefit from working and learning in a high-skill environment. They observe all aspects of the company's operations and discover how the knowledge they gain in high school is applied in the workplace.

Teachers benefit from a better understanding of what business and industry expect. By observing student interns, teachers can adjust curricula and instruction to the needs of the work site. Educators and employers work together in preparing students for success in the workplace.

Schools benefit because they can assure students and parents that graduates will be well prepared for post-secondary education and promising careers opportunities. Close ties with the local employers enable schools to connect youths with career opportunities in numerous fields.

Employers benefit from the strong, long-term relationships with local schools, which will produce, following post-secondary education, qualified job candidates for the companies

CONCERNS OF INTERNS

1. We want real work!

Some amount of clerical work comes with any internship, but please try to find good learning experiences.

2. State your expectations

Discuss your expectations in the beginning to help avoid miscommunication.

3. Give us feedback

Help the intern learn from their mistakes and congratulate them on their successes.

4. Include us in company events

Include them in the daily life of the office to help them feel welcome.

5. Please help us understand by explaining

Help them understand the project.

6. We need mentors

Find a staff member who truly likes to teach and can provide guidance.

7. Give us your time

The mentor/supervisor should schedule time to spend with the intern.

8. Be prepared for us

Inform others in the office to expect the intern on the first day.

9. Arrange the details of our arrival

Interns will need a designated workspace.

MANAGING INTERNS

Managing interns takes special attention. This internship may be among their first professional experiences.

Orientation:

Take time the first day to orient the intern to the office, introducing the intern to other staff members and providing an overview of the organization. It is helpful to identify particular staff members the interns should go to for help with office procedures if their supervisor is not available.

Expectations:

The work site should be able to provide sufficient hours during the school week to meet the requirements of the Veterinary Medical Assistant II Program. Discuss your expectations of the student's performance and expectations of the internship experience. Write down these expectations and review them on a regular basis. Students are expected to follow your company's policies and procedures during the internship. Students are also expected to continue to follow all PISD district policies and rules.

Direction:

An intern will need very clear instructions on tasks to complete. Assigning the right amount and type of work is a challenging part of supervising an intern. Be sure to provide challenging projects. Interns that are underutilized often feel unneeded.

Feedback:

Interns need feedback on their work. Make sure you point out both positive elements as well as elements to be improved upon.

Concerns:

Contact the agricultural science instructor if you have any concerns about the intern's ability to successfully complete the internship.

Evaluation:

Students will be graded largely based upon your evaluations of their performance as well as coursework relating to their internship. We ask that you evaluate your student intern once every six weeks during their assignment. **Please return the evaluation to the intern's Agricultural Science instructor, via student, in a sealed and signed envelope every six weeks.**

INTERNSHIP NOTES

- The intern should be assigned a staff member to act as supervisor/mentor.
- The intern should be assigned work that will assist the company and also allow the student various learning experiences. The Texas Essential Knowledge & Skills provided at the end of this document can be used to help guide students through this experience.
- The company agrees to complete an evaluation of the student once for every six weeks grading period (see Student Report on following page).
- Any problems during the internship shall be referred to the student's Agricultural Science Instructor.
- Plano ISD personnel will keep in close contact with the clinic and will be available for assistance when needed. Don't hesitate to contact the student's agricultural science instructor if you have questions or would like the instructor to make a visit to your facility. Visits will be made based on the needs of the facility and student.
- Appropriate conduct is expected of the intern at all times.
- The intern understands that failure to comply with company expectations will result in termination.

**PLANO INDEPENDENT SCHOOL DISTRICT
Practicum in Veterinary Medicine
Student Report**

Student _____ Date _____

CLINIC NAME _____ VETERINARIAN _____

This report is your estimate of this student's work during the past grading period. Mark only one response in each category. Your additional comments will greatly assist in the evaluation of the student's work (use back of page).

	UNACCEPTABLE 60	BELOW AVERAGE 70	AVERAGE 80	GOOD 90	VERY GOOD 100	NA
<u>PERSONALITY TRAITS:</u>						
Cooperation and Teamwork	1	2	3	4	5	___
Attendance (at work every day)	1	2	3	4	5	___
Promptness (at work on time)	1	2	3	4	5	___
Grooming and Appearance	1	2	3	4	5	___
Trustworthiness and Dependability	1	2	3	4	5	___
Alertness	1	2	3	4	5	___
Courtesy and Tact	1	2	3	4	5	___
Attitude Toward Work	1	2	3	4	5	___
Persistence	1	2	3	4	5	___
Self-Control	1	2	3	4	5	___
<u>ABILITY TO LEARN:</u>						
Follows Instructions	1	2	3	4	5	___
Shows Willingness to Learn	1	2	3	4	5	___
Shows Initiative	1	2	3	4	5	___
Organizes Work	1	2	3	4	5	___
<u>QUALITY AND QUANTITY OF WORK:</u>						
Accurate	1	2	3	4	5	___
Neat	1	2	3	4	5	___
Thorough	1	2	3	4	5	___
Productive	1	2	3	4	5	___
Time on Task (keeps busy)	1	2	3	4	5	___
Pride in Work	1	2	3	4	5	___

Signature of Veterinarian _____

Please comment on back of form

Students enrolled in the Practicum in Veterinary Medicine program understand that:

1. In order to participate, they must agree to abide by the policies and procedures outlined in their student handbook.
2. They are making a commitment to complete the courses outlined in the curriculum sequence and are committed to complete the entire internship assignment as agreed upon in the training plan.
3. Any history or current drug use or criminal conviction will jeopardize their placement in the internship.
4. The student's legal guardian gives them permission to take trips with the class, report for job interviews and travel unaccompanied to work for their internship. They understand they are required to provide their own transportation and that work sites must be within a 15 mile radius of the campus.
5. Once placed in their internship, they are responsible for tasks they are assigned by their supervisor. If they have a question about the appropriateness of a particular assignment, they will first contact their instructor.
6. This internship is a result of the partnership between Plano ISD and the employment entity; therefore, the student agrees to follow all Plano ISD rules and all policies outlined by the employer including those policies relating to confidentiality. They understand that failure to follow any rules or policies will result in termination from employment (at employer's discretion), dismissal from the program (at teacher's discretion) and disciplinary action listed in the Plano ISD Student Handbook. The student understands termination will also impact their academic grade in the course.
7. The student agrees to adhere to PISD computer acceptable use policy at school and on the internship site.
8. The student understands that the school district does not carry insurance on students in the practicum.

ESSENTIAL KNOWLEDGE AND SKILLS

§130.25. Practicum in Agriculture, Food, and Natural Resources (Two Credits).

(a) General requirements. This course is recommended for students in Grades 11-12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources cluster. Recommended prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources cluster.

(b) Introduction. The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories.

(c) Knowledge and skills.

(1) The student demonstrates professional standards as required by business and industry.

The student is expected to:

- (A) adhere to policies and procedures;
- (B) demonstrate positive work behaviors and attitudes, including, punctuality, time management, initiative, and cooperation;
- (C) value and use constructive criticism and critical feedback from supervisor and peers;
- (D) apply ethical reasoning to a variety of situations in order to make ethical decisions;
- (E) complete tasks with the highest standards to ensure quality products and services;
- (F) model professional appearance, including dress, grooming, and personal protective equipment as appropriate; and
- (G) comply with practicum setting safety rules and regulations to maintain safe and healthful working conditions and environments.

(2) The student applies concepts of critical thinking and problem solving. The student is expected to:

- (A) analyze elements of a problem to develop creative and innovative solutions;
- (B) critically analyze information to determine value to the problem-solving task;
- (C) compare and contrast alternatives using a variety of problem-solving and critical-thinking skills; and
- (D) conduct technical research to gather information necessary for decision making.

(3) The student demonstrates leadership and teamwork skills to accomplish goals and objectives. The student is expected to:

- (A) analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation;
- (B) demonstrate teamwork skills through working cooperatively with others to achieve tasks;

- (C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;
- (D) demonstrate responsibility for shared group and individual work tasks;
- (E) establish and maintain effective working relationships in order to accomplish objectives and tasks;
- (F) demonstrate effective working relationships using interpersonal skills in order to accomplish objectives and tasks;
- (G) use positive interpersonal skills to negotiate and work cooperatively with others; and
- (H) demonstrate respect for individuals, including those from different cultures, genders, and backgrounds, and value for diversity.

(4) The student demonstrates oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:

- (A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;
- (B) employ verbal skills when obtaining and conveying information;
- (C) use informational texts, Internet sites, or technical materials to review and apply information sources for occupational tasks;
- (D) evaluate the reliability of information from informational texts, Internet sites, or technical materials and resources;
- (E) interpret verbal and nonverbal cues and behaviors to enhance communication;
- (F) apply active listening skills to obtain and clarify information; and
- (G) use academic skills to facilitate effective written and oral communication.

(5) The student develops management skills for agricultural resources. The student is expected to:

- (A) discuss the importance of agricultural and natural resources to individuals and society;
- (B) develop long-range land, water, and air quality management plans;
- (C) practice equipment maintenance procedures;
- (D) analyze the cost and maintenance of tools, equipment, and structures used in agriculture;
- (E) describe and develop marketing strategies for agricultural and natural resources;
- (F) decide between replacement, maintenance, repair, and reconditioning of agricultural vehicles and machinery; and
- (G) describe and perform hazard analysis and follow safety laws.

(6) The student demonstrates technical knowledge and skills required to pursue a career in the Agriculture, Food, and Natural Resources cluster. The student is expected to:

- (A) develop advanced technical knowledge and skills related to the personal occupational objective;
- (B) evaluate strengths and weaknesses in technical skill proficiency;
- (C) explain the principles of safe operation of tools and equipment related to the practicum; and
- (D) pursue opportunities for licensure or certification relating to chosen career path.

- (7) The student develops an advanced supervised agriculture experience program as it relates to agriculture, food, and natural resources. The student is expected to:
- (A) plan, propose, conduct, and evaluate entrepreneurship; placement; exploratory; research, either experimental or analytical; improvement; supplementary; laboratory-based; or other identified, supervised agricultural experience as an experiential learning activity;
 - (B) apply proper record-keeping skills as they relate to a supervised experience;
 - (C) design and use a customized record-keeping system for the individual supervised experience;
 - (D) employ youth leadership opportunities to create a well-rounded experience program in agriculture; and
 - (E) produce a challenging approach for a local program of activities in agriculture.
- (8) The student documents technical knowledge and skills. The student is expected to:
- (A) update a professional portfolio to include:
 - (i) attainment of technical skill competencies;
 - (ii) licensures or certifications;
 - (iii) recognitions, awards, and scholarships;
 - (iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
 - (v) abstract of key points of the practicum;
 - (vi) resumé;
 - (vii) samples of work; and
 - (viii) evaluation from the practicum supervisor; and
 - (B) present the portfolio to all interested stakeholders such as in a poster presentation.