NOTICE OF UPDATE TO THE
AMERICAN VETERINARY MEDICAL ASSOCIATION (AVMA)
COMMITTEE ON VETERINARY TECHNICIAN EDUCATION AND ACTIVITIES (CVTEA)
ACCREDITATION POLICIES AND PROCEDURES (P&P) MANUAL
Effective August 1, 2022

The AVMA Committee on Veterinary Technician Education and Activities (CVTEA) has released an updated publication of the Accreditation Policies and Procedures (P&P) Manual of the AVMA CVTEA effective August 1, 2022 which are summarized below.

CHANGES TO THE STANDARDS OF ACCREDITATION
(additions underlined; deletions are struckthrough)

Changes to Standard 5 – Resources for Clinical Instruction
Amended Standard 5a as follows:

5a. Programs must follow all applicable federal and state regulations and guidelines for the care and use of animals utilized by the program. The CVTEA endorses the principles of humane care and use of animals as codified in the Animal Welfare Act (AWA) and requires programs to follow AWA regulations and policies with respect to all animal use. All animal activities conducted by a program must be reviewed and approved by an animal care and use committee whose structure and functions are in accord with AWA requirements. For animals not covered under AWA (rodents), husbandry standards must follow the Guide for the Care and Use of Laboratory Animals.

Rationale for change: Added language intended to assure appropriate care for rodents which are species not covered with the AWA.

Examples of evidence of documentation provided by the program to demonstrate compliance:

• IACUC approved protocols and/or SOPs that outline husbandry requirements compliant with the Guide for the Care and Use of Laboratory Animals.

• Medical records that document care and use of applicable species.

Changes to Standard 6 – Library and Information Resources
Amended Standard 6a as follows:

6a. Libraries and information retrieval are essential to veterinary technician education and continuing education. Timely access to current information resources pertaining to veterinary technology through print, electronic media, and/or other means must be available to students, faculty, and staff. Students must have access to a qualified resource specialist with library science education credentials.

Rationale for change: Language added to clarify the educational background expected for those serving as a qualified resource specialist.

Examples of evidence of documentation provided by the program to demonstrate compliance:

• Diplomas, certificates, or other verification that the library resource specialist has a Master of Library Science degree, advanced certification, or equivalent training. The Committee has not accepted degrees in communications, English, etc. in meeting the Standard.
DIVERSITY, EQUITY, AND INCLUSION CHANGES TO THE STANDARDS - BACKGROUND

Over the past several years, the CVTEA has undertaken a project to explore the inclusion of Diversity, Equity, and Inclusion (DEI) language in the CVTEA Standards.

The project included an open stakeholder comment period, where stakeholders were invited to provide suggestions and ideas for DEI language. Stakeholder suggestions and analysis of DEI standards from other accreditors was used to draft DEI language inclusions into the Standards. Draft changes to several Standards (Standards 3, 7, 8, 9, 10, and 11) were shared with stakeholders and made publicly available on the AVMA website. Feedback was positive regarding the new language, however, responders expressed concerns on how compliance would be assessed. For example, feedback highlighted potential concerns with duplication of legal requirements, duplication (or risk of contradiction) with institutional policies and/or requirements of institutional accreditors, and the concern that some of the draft standards required compliance in areas outside the program’s sphere of control.

The CVTEA thoughtfully considered the stakeholder feedback, and appreciates the time stakeholders have taken to respond to the draft Standards. The CVTEA has consolidated the recommended Standard changes to changes in two Standards: Standard 8, Students, and Standard 10, Curriculum (below).

The CVTEA considers Diversity, equity, and inclusion (DEI) to be important to the experience of students, faculty, staff, and animal owners, as they interact with the program, and for students as they transition to their professional lives. Veterinary technicians must understand the populations the profession serves.

In the new Appendix I (noted below), the CVTEA has provided a number of examples of how a program could meet the requirements on Standard 8e, including questions in the Self-Study report beginning with 2023 site visits to allow compliance diversity.

When completing the Report of Evaluation, site teams will consider the evidence that the program promotes a learning environment that values diversity, equity, and inclusion, and, where applicable, evidence the program appropriately responds to incidents or issues that are inconsistent with a learning environment that values diversity, equity, and inclusion.

‘Evidence’ would not require that all possible examples of Appendix I to be satisfied, just a preponderance of evidence to support that the program promotes a learning environment that values diversity, equity, and inclusion.

The additional wording under Standard 10a uses ‘should’ in the Standard wording, to indicate a recommended and preferred way for a program to meet the Standard, but programs are not required to include curriculum changes to be considered in compliance with the Standards.

The CVTEA has a regular review process for each Standard, and the Committee will consider revisions and review to Standards 8 and 10 along with the regularly scheduled review timeline.
Changes to Standard 8 – Students
Added Standard section 8e as follows:

8e. The program must promote a learning environment that values diversity, equity, and inclusion.

Examples of evidence of documentation provided by the program to demonstrate compliance:

• Institutional Diversity, Equity, and Inclusion Policy
• Description of how the institutional Diversity, Equity, and Inclusion Policy is applied at the program level.
• Programmatic Diversity, Equity, and Inclusion Statement
• Evidence of reporting and response system and process to remedy instances of discrimination and other forms of harassment involving faculty, staff, and students.
• Evidence of advisory committee deliberations and discussions guiding the program on DEI.
• Evidence of assessment to barriers to the recruitment and admission of diverse populations, and evidence of steps taken to address these barriers.
• Evidence of scholarship or other financial assistance programs aimed at assisting potential students overcome identified barriers.
• Evidence of support services for students navigating challenges entering the learning environment.
• Evidence of programmatic engagement with student accommodations.
• Evidence there has been consideration of DEI in faculty recruitment, hiring, and retention practices.
• Evidence of curricular, and co-curricular elements that allow students to develop an understanding of diversity, equity, and inclusion as they intersect with veterinary medicine.
• Evidence of an outcomes assessment loop to assess the learning environment, and make adjustments as required.

Changes to Standard 10 – Curriculum
Amended Standard 10a as follows:

10a. The curriculum must prepare graduates who will be fully capable of performing in a wide variety of professional roles within the veterinary field. At the completion of the curriculum, graduates must have attained entry-level skills needed to support companion animal, equine, and food animal practice, biomedical research, and other veterinary medical activities. The curriculum shall provide a foundation in veterinary technology that will prepare the student to successfully become credentialed and inspire the student to continue life-long learning. Opportunities should exist throughout the curriculum for students to gain an understanding of the important influences of diversity and inclusion in veterinary medicine.

Examples of evidence of documentation provided by the program to demonstrate compliance:

• Evidence of curricular, and co-curricular elements that allow students to develop an understanding of diversity, equity, and inclusion as they intersect with veterinary medicine.
• Evidence of an outcomes assessment loop to assess the learning environment, and make adjustments as required.
CHANGES TO APPENDIX A – RABIES SUPPLEMENT – COMPREHENSIVE RABIES MITIGATION PLAN

The Committee amended Appendix A – Rabies Supplement – Comprehensive Rabies Mitigation Plan, under the Plan Components section #4 to remove reference to “teachers”.

Comprehensive Rabies Mitigation Plan Components

4. Communication to external parties – animal sources, off-campus sites, externship sites.
   • Memoranda of Understanding (MOUs) must include rabies notification showing either the animals or the students and teachers are vaccinated. If not, the document must list all the timelines for holding unknown animals.

Rationale for change: Removal of reference to “teachers” to clarify that the mitigation plan only applies to unvaccinated students against rabies. See also Q&A release on rabies questions and requests for clarification.

CHANGES TO APPENDIX B – USE OF ANIMALS IN VETERINARY TECHNOLOGY TEACHING PROGRAMS

Amended #3 as follows:

3. A search for alternatives must precede the use of live animals in teaching. If live animals are to be used, a written narrative justifying that use must be provided to the institutional animal care and use committee (IACUC) and faculty must be confident in their students’ understanding and familiarity with the procedures to be undertaken so as to minimize any pain and/or distress to the animals involved.

Amended item ‘g’ as follows:

g. Formulate and publicize the IACUC approved policy for investigating and responding to complaints of inappropriate animal care or use.

Added Guidance for CVTEA IACUC Assessment (see attachment)
   • Information added is not all-inclusive but rather serves as a guide during a site visit assessment for transparency purposes.

CHANGES TO EQUIPMENT AND INSTRUCTIONAL RESOURCES LIST (Appendix G)

Under Instructional Equipment
   • Changed Microscope with camera or teaching microscope from recommended to required
   • Changed Oral speculum-dog or cat (mouth gag) from required to recommended

Rationale for change: changes reflect contemporary usage.
CHANGES TO ESSENTIAL AND RECOMMENDED SKILLS LIST (Appendix H)

Under Pharmacy and Pharmacology Tasks:

- Safely and effectively administer drugs by common parenteral and enteral routes; Explain appropriate drug administration routes and methods and when used*

Under Nursing Tasks, clarified skills involving small ruminants:

- restrain [cattle, small ruminants, and horses/ponies/donkeys/mules] *
  - apply twitch (horses/ponies/donkeys/mules) * [GROUP]
  - apply bovine tail restraint*
  - apply ruminant halter (cow, small ruminant)*
  - restrain sheep and pigs
  - load large animals
  - safely operate cattle chute* [GROUP]

Obtain a thorough patient history*

Demonstrate the ability to obtain objective patient data:

- temperature (dog, cat, horse/pony/donkey/mule, cow, small ruminant)*
- pulse (dog, cat, horse/pony/donkey/mule, cow, small ruminant)*
- respiration (dog, cat, horse/pony/donkey/mule, cow, small ruminant)*
- auscultate heart/lungs (dog, cat, horse/pony/donkey/mule, cow, small ruminant)*
- assess hydration status

Under Surgical Nursing Decision-Making Abilities:

Decision-making abilities: Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will obtain the patient’s vital signs, note any specific physical abnormalities, ensure pre-surgical tests have been completed, ensure coordination between surgical and anesthesia teams, and report the patient assessment to the veterinarian.

Under Surgical Nursing Task:

Provide surgical assistance:

- demonstrate proper operating room conduct and asepsis*
- provide aseptic surgical assistance with care of exposed tissues*
- demonstrate ability to perform aseptic surgical scrub and drying of hands*
- demonstrate ability to aseptically don surgical cap and mask, and aseptically don gown and gloves*
- aseptically handle and pass instruments and supplies*
- operate and maintain suction and cautery machines*
- understand the principles of operation and maintenance of fiber optic equipment*
- perform basic suturing techniques

Under Laboratory Procedures:

Identify blood parasites:

- Dirofilaria sp/Acanthocheilonema sp (formerly Dipetalonema sp)*
- Other blood parasites of veterinary importance
  - Hemotropic Mycoplasma sp (Hemoplasmas)* (formerly Haemobartonella sp and Eperythrozoon sp)
  - Anaplasma sp
  - Babesia sp
  - Trypanosoma sp
  - Eperythrozoon sp
  - Ehrlichia sp
NEW RESOURCE – APPENDIX I – STANDARDS OF ACCREDITATION GUIDELINES FOR INTERPRETATION
A new resource is being piloted, the Standards of Accreditation Guidelines for Interpretation. This new element serves to augment the Standards of Accreditation by providing supplementary rationale and compliance/performance examples. Examples provided, while intended to be helpful, are not exhaustive and should not be considered directive. This element has been incorporated as Appendix I within the August 2022 Accreditation Policies and Procedures Manual of the AVMA CVTEA as a tentative addition and an opportunity for stakeholder feedback will be provided January 2023.

REMINDER – ACCREDITATION FEES
Invoices for the 2023 AVMA CVTEA Annual Accreditation Fee will be posted in the AVMA CVTEA Online Accreditation System by Armature https://cvtea.avma.org/ under the DOCUMENTS tab in September 2022. The fee for 2023 will be $1,745 (a reduction of $115 from 2022). Failure to pay the annual accreditation fee by April 15 of the assessed calendar year will result in a $500 penalty fee. Programs with unpaid annual accreditation fees as of July 1 of the year due may result in Administrative Probation. Administrative Probation accreditation may result in a penalty fee up to double the annual accreditation fee.