

STUDENTS' ROLE

IN THE

CARIBBEAN ACCREDITATION

AUTHORITY

FOR EDUCATION IN MEDICINE

AND OTHER HEALTH PROFESSIONS

CAAM- 3.2 -- 2007

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INTRODUCTION

The process of accreditation assures that medical, dental, veterinary and other schools of health professions meet current national, regional and international standards of structure, function, and performance, so that students receive a valid educational experience, governmental agencies have a reliable criterion for licensing graduates, and the public is provided with well-trained physicians, dentist and veterinarians who can deliver high quality medical, dental and veterinary care. The Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM) accredits medical, dental, veterinary and other health professions education programmes of institutions in participating countries in the Caribbean Community (CARICOM).

The process of accreditation used by the CAAM is designed to determine whether a medical, dental or veterinary education programme is in compliance with its standards, as contained in the documents on *Standards for the Accreditation of Medical, Dental or Veterinary Schools in the Caribbean Community*. The CAAM bases its decision about accreditation on the findings of an *ad hoc* survey team of experts, who review data from the institution (the medical, dental or veterinary education database) and the institution's self-assessment of its compliance with accreditation standards (the institutional self-study). After reviewing these materials, the survey team conducts a visit to the school to corroborate and evaluate the information supplied by the institution.

Accrediting teams pay special attention to the perceptions of students about their experiences in the medical, dental or veterinary school. Students provide a unique perspective on the environment for teaching and learning, the quality of the educational programme, and the availability of support services. By participating in the accreditation process, students contribute to validating or improving their school's educational programme and insure that legacy for their successors.

This document describes briefly the history of the CAAM, its accreditation procedures, and the role and participation of students in the accreditation process.

HISTORY AND ORGANISATION OF THE CAAM

The Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM) was established in 2003 to ensure that medical, dental, veterinary and other health professional schools in participating countries are recognised to be of international standard both at the national, regional and international levels. It was decided that avenues should be explored to ensure affiliations, linkages and connections with other accrediting bodies to ensure international recognition of the accrediting authority. In devising the standards those of the United Kingdom, the USA and Canada were studied and the Liaison Committee on Medical Education which accredits medical education programmes in Canada and the USA gave permission to use their format of documentation in setting out standards developed by the Authority.

The CAAM is composed of medical, dental and veterinary educators, administrators, and practitioners, medical, dental and veterinary students, and representatives of the public. Two student members selected by the participating institutions are a full part of the CAAM. Administration of the CAAM is provided by a secretariat based at P.O. Box 5167, Kingston 6, JAMAICA.

The CAAM meets at least once a year and as required so as not to delay important decisions.

THE ACCREDITATION PROCESS

The CAAM is recognised by the Contracting Countries to the agreement setting up the authority for accreditation of programmes in undergraduate medical, dental and veterinary education. By establishing international standards of quality the CAAM will seek to have the programmes it accredits recognised for entry into graduate medical, dental or veterinary education programmes internationally.

Accreditation is awarded or renewed when a school's or university's education programme meets CAAM standards. After reviewing a medical, dental or veterinary school, the CAAM will take one of several actions:

- 1) Continue accreditation of the programme for a standard term of six years. The CAAM requires progress reports from the school during the term of accreditation and sometimes conducts limited site visits. Such reports or visits may result in a change in the programme's accreditation status or term of accreditation.
- 2) Designate a programme as "provisionally accredited or accredited, on probation" if the programme is not in substantial compliance with CAAM accreditation standards. A programme placed on probation is still considered to be accredited, but must achieve substantial compliance within two-years of the final decision to place it on probation.
- 3) Withdraw accreditation if significant progress, in programmes on probation, has not been made in correcting deficiencies after a reasonable time.
- 4) For new medical, dental or veterinary schools, award initial provisional accreditation. Initial provisional accreditation is reconsidered each year until the year that the first class is to graduate, when the programme is evaluated for full accreditation.
- 5) Deny accreditation to new schools that do not meet the standards.

OPPORTUNITIES FOR STUDENT INPUT TO THE ACCREDITATION PROCESS

Students should participate in the institutional self-study during the year before the school's site visit. In addition, students will carry out an independent student analysis and prepare a summary

document that will be reviewed by the survey team. Finally, students participate in meetings with the survey team during the site visit itself.

THE STEPS IN THE ACCREDITATION PROCESS

Timetable. A likely timetable of activities associated with the CAAM survey visit is shown in Appendix A.

The education database. The database catalogues information from schools that will help determine whether accreditation standards are being met. The database is divided into sections that correspond to the chapters in the documents on '*Standards for the Accreditation of Medical, Dental and Veterinary Schools in the Caribbean Community*': Institutional Setting, The Students, Educational Programmes, Faculty, Educational Resources and Internships and Continuing Professional Education where applicable. The database is completed by administrators and faculty members.

Institutional self-study. About twelve months before the survey visit, the dean appoints a self-study task force and committees corresponding to the chapters in '*Standards for the Accreditation of appropriate Schools*'. These committees may include administrators, department heads, faculty, students, residents, alumni, and sometimes members of the public. Using the completed education database and the '*Guide to the Institutional Self-Study for Programmes of Education in Medical, Dental or Veterinary Medicine*', the CAAM's institutional committees prepare a written analysis of each section, identifying the strengths and weaknesses in compliance with accreditation standards. A summary of the self-study findings, including enumerated strengths, perceived areas of non-compliance with accreditation standards/problem areas, and recommendations for the future is prepared.

Independent student analysis. At the same time that the school initiates the self-study process, the student leadership begins an independent review of the school's education programme, educational resources, and student services. The results of the student analysis are compiled into a document that forms part of the package reviewed by the survey team.

The self-study report, student analysis, and the completed database are mailed to the survey team and the CAAM offices three months before the visit. The survey team reviews these documents before arriving on site, and uses them as a basis for verification of data and evaluation of the medical, dental or veterinary education programme.

The survey visit. A survey team of four to six members is appointed by the CAAM from a roster of persons who are knowledgeable and experienced in the appropriate education program and in the practice of the discipline. The team usually contains at least two members from the international academic community. Observers from local, regional or international organisations may apply to attend during a survey visit.

During the three to four-day survey visit, the team meets with the dean, members of the dean's administrative staff, department chairs, representatives from affiliated clinical teaching sites,

faculty members, and students. Meetings with student body representatives generally take place at informal luncheon sessions to discuss student issues and perspectives. Student representatives should include student leadership and one or more of the students responsible for preparation of the student analysis should also meet with the survey team during the sessions.

At the end of the visit, the survey team gives a confidential oral summation of its findings and conclusions to the dean and to the university chief executive.

Report development and review. The survey team prepares a report that is sent to the dean for review, including the correction of factual errors. The survey team's final report is reviewed by the CAAM, which decides the programme's accreditation status.

The CAAM only makes public the accreditation status of a programme (accredited, provisionally accredited, accredited but on probation, not accredited), the survey report and all relevant data and pre-survey materials are held confidential. Barring an appeal in the case of an adverse accreditation action (probation, withdrawal of accreditation, or denial of accreditation), the decision of the CAAM is final. The accreditation status of participating institutions is published annually. Further information on CAAM surveys and the preparation and handling of survey team reports can be found in '*Procedures of the CAAM*' and '*Guide for Writing a Report on a Visit by a Survey Team*'.

CAAM INFORMATION RESOURCES

Information about the accreditation status of medical, dental or veterinary schools in the CARICOM countries, accreditation standards and procedures, a listing of schools scheduled for site visits in the current year, can be obtained from the CAAM secretariat at P.O. Box 5167, Kingston 6, JAMAICA.

STUDENT PARTICIPATION IN THE ACCREDITATION PROCESS

The following describes the roles for students in the various stages of the CAAM accreditation process:

Dean's alert to students. The dean should alert the student body about the upcoming accreditation survey at the time the schedule for the visit is first set by the CAAM. Interested students and representatives of the student organisations should meet with the dean at the very beginning of the process to discuss how they can best organise their efforts to collect information and participate in the accreditation review. Guidebooks about medical, dental or veterinary school accreditation are available from the CAAM. The CAAM secretariat, the dean, or representatives in organisations of students from other schools can provide information about how students at other schools have participated in the accreditation process. If required the CAAM will arrange orientation sessions on request. These are conducted by student members of the CAAM.

Appointment of students to the institutional self-study task force and committees. Students are included on the self-study task force and many of its committees. Each review committee should contain appropriate membership for its specific topic, and students ought to participate wherever programmes affect their education and student life. The most common committees to include students are: *Educational Programmes, the Students, and Educational Resources* (General Facilities, Clinical Teaching Facilities, Information Resources and Library Services). Each school organises the self-study according to its particular structure and needs, and the specific role of students will depend on the school and its self-study committee organisation.

Independent student analysis. A separate analysis, conducted by students, is a critical element of the accreditation process. This should be started twelve months prior to the site visit and completed in time for mailing with the medical, dental or veterinary education database and institutional self-study (about three months prior to the visit). Assistance may be obtained from the school administration in handling the logistics of the student review, but the analysis and conclusions should be the students' own.

The student analysis should be based on comprehensive data collection that includes input from students in all years and covers a wide range of subjects of importance to students. In preparing the student analysis, it is important to consider that broad and quantified data from the student body (for example, through a questionnaire distributed to all students) are needed.

The organisers of the student review should familiarise themselves with the appropriate document on the '*Standards for the Accreditation of Medical, Dental or Veterinary Schools in the Caribbean Community*' which contain the accreditation standards used by the CAAM.

The following general areas should be included in the student analysis:

- Accessibility of dean(s) and faculty members
- Participation of students in school committees
- Curriculum, including workload, quality of required courses and clerkships, instructional formats, balance between scheduled class time and time for independent learning
- Student evaluation, including the grading system, and amounts and timeliness of feedback
- System for the evaluation of courses or clerkships and teachers, and whether identified problems are corrected
- Student support services and counselling systems (personal, academic, career, financial aid), including adequacy and availability
- Student health, including adequacy, availability, and confidentiality, and availability and cost of health and disability insurance

- Facilities, including quality of educational space, availability of study and relaxation space, security on campus and at affiliated clinical sites
- Library facilities, including access and quality of holdings, and computer resources and
- The learning environment, including policies and procedures to deal with harassment or abuse.

Appendix B outlines some logistical considerations related to the collection and reporting of data for the student analysis. In general, groups of students can get together to define the areas that should be covered, including the topics outlined above. Then a survey instrument should be developed that allows quantitative data to be collected about each area. Data from the survey should be analyzed and a set of findings and conclusions developed. The student analysis document should contain both the data from the questionnaire, preferably presented in tabular or figure form (with results by class), and summary results and conclusions.

Appendix C contains a sample survey questionnaire. Questionnaires should be tailored to reflect the specific characteristics of a school, for example, the structure of the curriculum or the presence of branch campuses. In order to assure a good response to any survey, appoint members of each class to coordinate the distribution and collection of the survey. The class coordinators should inform their classmates about the importance of participating and the seriousness with which the CAAM regards the results.

Student participation during the CAAM site visit. Early consultation with the dean is important, since it is the responsibility of the dean to ensure appropriate student representation for the meetings with the survey team. It is important that these students be well prepared to provide representative student opinion and be familiar with the results of the student analysis. The survey team may meet with all of the students at a single time, but more commonly will meet on one day with representatives from the first- and second-year classes, and another day with those from the third- and fourth-year classes. The surveyors will solicit candid discussion and assure students that individual comments will remain anonymous. Usually after meeting with the survey team, some students will serve as guides in the inspection of classrooms, laboratories, library and computer-learning centre, student relaxation space, and the clinical settings used for required clerkships.

CAAM student members. Students are members of the CAAM itself, two student members are appointed annually. These students are usually in their penultimate year of study so that they are experienced and not subject to the pressures of their final year of study. The selection of such students is set out in *'Procedures of the CAAM'*. Student members of the CAAM are asked to offer orientation workshops for students at schools with upcoming survey visits.

Subject to the Conflict of Interest Guidelines of the CAAM (see *Procedures of the CAAM*) each student member on the CAAM may participate as a team surveyor during the year of his or her appointment. When a survey team includes a student member, the student assumes full responsibility of team membership and is assigned to gather data on specific areas during the site

visit and prepare corresponding sections of the team report. CAAM student members participate fully in the discussions and votes on accreditation determinations.

APPENDIX A

TYPICAL TIME LINE FOR CAAM

Institutional Self-Study Analysis and Accreditation Survey

	<i>Student involvement denoted by bold type.</i>	Months Before/After Survey
1.	CAAM secretariat sets survey visit dates with dean.	-12
2.	CAAM secretariat mails dean's instruction letter with institutional self-study and the education database forms. Dean informs student body of pending survey. Interested students set up meeting with dean to discuss student role.	-11
3.	Dean distributes database forms to department heads, section heads, students , etc.	-11
4.	Dean appoints members of institutional self-study task force and committees, including student representatives.	-10
5.	Self-study task force establishes its objectives, scope of study and sets committees. Students participate in appropriate committees and conduct independent analysis.	-10-9
6.	Dean collects completed database forms and distributes copies to self-study task force and committees.	-9-6
7.	Committees review data and write critique of assignment; report is forwarded to task force.	-6
8.	Task force reviews reports of committees; prepares detailed lists of strengths, areas of non-compliance, and recommendations for improvement.	-6-3
9.	CAAM secretariat appoints members of the accreditation survey team. Dean is notified of team composition.	-12-3
10.	Dean sends copies of institutional self-study summary and the education database for each survey team member to the CAAM secretariat. The student analysis is included with this mailing.	-3
11.	Survey team visits campus, conducts interviews and inspections, writes report for CAAM. Team meets with administrators, faculty, and student groups who must be well informed.	Survey
12.	Draft team report is circulated for review and correction to team members, CAAM secretariat, and dean.	+ 1-2
13.	Final report is circulated for review by CAAM membership.	+2 to 4
14.	CAAM considers the survey team report and makes decision on accreditation.	+ 4to 6
15.	Dean and president are sent report and notified of the CAAM's decision about accreditation status. Schedule of any follow-up reporting and return visits established; student participation in these steps to be determined.	+ 5 to 7

APPENDIX B

LOGISTICS FOR STUDENT CONTRIBUTION TO THE INSTITUTIONAL SELF-STUDY

There are a variety of ways to collect and report representative student opinion in the accreditation survey process. The student review process should be coordinated by a small steering committee, preferably selected by the student body. This could include members of the student council, class officers, and representatives to the student organisations. Methods used to solicit input from students should ensure that there is broad and representative response. To accomplish this goal, the steering committee should develop and disseminate a concise questionnaire to each student class. When reporting results of the questionnaire, it is helpful to cite the percentage of the student body responding, by class. This is the preferred method of sampling and analysis.

In addition to conducting a survey of student opinion via a questionnaire, the leaders of the student analysis may also choose to hold class meetings to discuss student concerns or request each class to submit reports delineating problems or areas that require attention. If this method is used, information on the number of participants should be provided.

Once data have been collected, a small working group should analyse and summarise the data and prepare the student study document. Student input should be organised into a written report that is forwarded to the dean's office at least three or four months before the survey visit, in time for inclusion in the mailing to surveyors and the CAAM secretariat.

The following guidelines are suggested for preparing written background materials:

1. Begin the student analysis with a description of the method(s) used to collect data or gather student perceptions. Include the response rate to any questionnaire (by class) and, if relevant, the number of students who participated in discussions or focus groups.
2. Summarise the results of the data collection in a concise narrative. Highlight areas where the school is doing well and areas that need improvement. Stick to factually supported and consensus issues as much as possible.
3. Include the "raw" data (responses in individual questionnaire items) in tabular or chart (e.g., histogram) form as an appendix to the report.

APPENDIX C

SAMPLE QUESTIONNAIRE FOR STUDENT ANALYSIS

Please circle the number indicating your level of satisfaction:

1=Very satisfied | 2=Satisfied | 3=No opinion/indifferent | 4=Dissatisfied | 5=Very dissatisfied

Student-Faculty-Administration Relationships	
1. Faculty availability	1 2 3 4 5
2. Access to the school administration	1 2 3 4 5
3. Administration awareness of student problems	1 2 3 4 5
4. Role of students on key school committees	1 2 3 4 5
Student Support	
5. Availability of academic counselling	1 2 3 4 5
6. Adequacy of academic counselling	1 2 3 4 5
7. Availability of tutorial help	1 2 3 4 5
8. Availability of counselling about careers and residency application	1 2 3 4 5
9. Adequacy of counselling about careers and residency application	1 2 3 4 5
10. Availability of student personal counselling	1 2 3 4 5
11. Adequacy of student personal counselling	1 2 3 4 5
12. Confidentiality of student personal counselling	1 2 3 4 5
13. Availability of financial aid administrative services	1 2 3 4 5
14. Adequacy of financial aid administrative services	1 2 3 4 5
15. Adequacy of debt counselling	1 2 3 4 5
Student Health	
16. Availability of student health services	1 2 3 4 5
17. Accessibility of student health services	1 2 3 4 5
18. Adequacy of student health insurance	1 2 3 4 5
19. Adequacy of disability insurance	1 2 3 4 5
20. Adequacy of education about prevention and exposure to infectious diseases	1 2 3 4 5
21. Adequacy of immunisation and screening for communicable diseases	1 2 3 4 5
Library And Learning Resources	
22. Accessibility of library	1 2 3 4 5
23. Quality of library	1 2 3 4 5
24. Adequacy of computer-learning resources	1 2 3 4 5
Learning Environment	
25. Adequacy of student study space	1 2 3 4 5
26. Adequacy of student relaxation space	1 2 3 4 5
27. Policies for addressing student mistreatment	1 2 3 4 5
28. Educational activities aimed at preventing student mistreatment	1 2 3 4 5
29. Appropriateness of student advancement and graduation policies	1 2 3 4 5
30. Appropriateness of policies and procedures for disciplinary action	1 2 3 4 5
31. Confidentiality of student records	1 2 3 4 5
32. Availability of student records for review and challenge	1 2 3 4 5
Educational Programme	
33. Quality of the educational programme as a whole	1 2 3 4 5
34. Quality of basic science instruction	1 2 3 4 5
35. Quality of clinical instruction	1 2 3 4 5
36. Appropriateness of teaching methods	1 2 3 4 5
37. Appropriateness of evaluation methods	1 2 3 4 5
38. Timeliness of feedback about performance in courses and clerkships	1 2 3 4 5
39. Effectiveness of methods for evaluating clinical skills	1 2 3 4 5
40. Comparability of educational experiences at alternative clinical sites	1 2 3 4 5

For Medical Students only

Please circle the number indicating your level of satisfaction:

1=Excellent | 2=Good | 3=No opinion/indifferent | 4=Fair | 5=Poor

First- and Second-Year Courses*	Quality of Teaching	Quality of Course
Anatomy	1 2 3 4 5	1 2 3 4 5
Biochemistry	1 2 3 4 5	1 2 3 4 5
Microbiology	1 2 3 4 5	1 2 3 4 5
Pathology	1 2 3 4 5	1 2 3 4 5
Physiology	1 2 3 4 5	1 2 3 4 5
Pathophysiology	1 2 3 4 5	1 2 3 4 5
Intro to Clinical Medicine	1 2 3 4 5	1 2 3 4 5
Histology	1 2 3 4 5	1 2 3 4 5
Neurosciences	1 2 3 4 5	1 2 3 4 5
Pharmacology	1 2 3 4 5	1 2 3 4 5
First- and Second-Year Courses*	Organisation of Course	Schedule/Workload
Anatomy	1 2 3 4 5	1 2 3 4 5
Biochemistry	1 2 3 4 5	1 2 3 4 5
Microbiology	1 2 3 4 5	1 2 3 4 5
Pathology	1 2 3 4 5	1 2 3 4 5
Physiology	1 2 3 4 5	1 2 3 4 5
Pathophysiology	1 2 3 4 5	1 2 3 4 5
Intro to Clinical Medicine	1 2 3 4 5	1 2 3 4 5
Histology	1 2 3 4 5	1 2 3 4 5
Neurosciences	1 2 3 4 5	1 2 3 4 5
Pharmacology	1 2 3 4 5	1 2 3 4 5

***Change course names to reflect your curriculum.**

Best first- and second-year courses (and why):

Worst first- and second-year courses (and why):

Please circle the number indicating your level of satisfaction:

1=Excellent | 2=Good | 3=No opinion/indifferent | 4=Fair | 5=Poor

Third- and Fourth-Year Clerkships*	Quality of Lectures/Conferences	Quality of Resident Teaching
Family Medicine	1 2 3 4 5	1 2 3 4 5
Internal Medicine	1 2 3 4 5	1 2 3 4 5
Obstetrics/Gynaecology	1 2 3 4 5	1 2 3 4 5
Paediatrics	1 2 3 4 5	1 2 3 4 5
Psychiatry	1 2 3 4 5	1 2 3 4 5
Surgery	1 2 3 4 5	1 2 3 4 5
Third- and Fourth-Year Clerkships*	Quality/Adequacy of Feedback	Quality of Attending Teaching
Family Medicine	1 2 3 4 5	1 2 3 4 5
Internal Medicine	1 2 3 4 5	1 2 3 4 5
Obstetrics/Gynaecology	1 2 3 4 5	1 2 3 4 5
Paediatrics	1 2 3 4 5	1 2 3 4 5
Psychiatry	1 2 3 4 5	1 2 3 4 5
Surgery	1 2 3 4 5	1 2 3 4 5
Third- and Fourth-Year Clerkships*	Patient Number and Variety	Overall Quality of Clerkship
Family Medicine	1 2 3 4 5	1 2 3 4 5
Internal Medicine	1 2 3 4 5	1 2 3 4 5
Obstetrics/Gynaecology	1 2 3 4 5	1 2 3 4 5
Paediatrics	1 2 3 4 5	1 2 3 4 5
Psychiatry	1 2 3 4 5	1 2 3 4 5
Surgery	1 2 3 4 5	1 2 3 4 5

***Add or modify the clerkship titles to fit your curriculum.**

Best clerkships (and why):

Worst clerkships (and why):

For Dental Students only

Please circle the number indicating your level of satisfaction:

1=Excellent, 2=Good, 3=No opinion/indifferent, 4=Fair, 5=Poor

First Year Courses*	Quality of Teaching	Quality of Course
Environment and Health	1 2 3 4 5	1 2 3 4 5
Basic Paraclinical Sciences	1 2 3 4 5	1 2 3 4 5
Communication Skills for Health Personnel 1	1 2 3 4 5	1 2 3 4 5
Caribbean Civilisation	1 2 3 4 5	1 2 3 4 5
Law, Governance, Economy and Society	1 2 3 4 5	1 2 3 4 5
Skills Training	1 2 3 4 5	1 2 3 4 5
Digestion and Metabolism	1 2 3 4 5	1 2 3 4 5
Cardiovascular and Renal	1 2 3 4 5	1 2 3 4 5
Communication Skills for Health Professions 2	1 2 3 4 5	1 2 3 4 5
Oral Biology 1	1 2 3 4 5	1 2 3 4 5
First Year Courses*	Organisation of Course	Schedule/Workload
Environment and Health	1 2 3 4 5	1 2 3 4 5
Basic Paraclinical Sciences	1 2 3 4 5	1 2 3 4 5
Communication Skills for Health Personnel 1	1 2 3 4 5	1 2 3 4 5
Caribbean Civilisation	1 2 3 4 5	1 2 3 4 5
Law, Governance, Economy and Society	1 2 3 4 5	1 2 3 4 5
Skills Training	1 2 3 4 5	1 2 3 4 5
Digestion and Metabolism	1 2 3 4 5	1 2 3 4 5
Cardiovascular and Renal	1 2 3 4 5	1 2 3 4 5
Communication Skills for Health Professions 2	1 2 3 4 5	1 2 3 4 5
Oral Biology 1	1 2 3 4 5	1 2 3 4 5
Second Year Courses*	Quality of Teaching	Quality of Course
Oral Biology 2	1 2 3 4 5	1 2 3 4 5
Respiration	1 2 3 4 5	1 2 3 4 5
Neurosciences and Behaviour	1 2 3 4 5	1 2 3 4 5
Skills Training	1 2 3 4 5	1 2 3 4 5
Head and Neck Anatomy	1 2 3 4 5	1 2 3 4 5
Dental Materials Science	1 2 3 4 5	1 2 3 4 5
Operative Dental Techniques 1	1 2 3 4 5	1 2 3 4 5
Core Radiology	1 2 3 4 5	1 2 3 4 5
Local Anaesthesia and Tooth Removal	1 2 3 4 5	1 2 3 4 5
Oral Pathology	1 2 3 4 5	1 2 3 4 5
Second Year Courses*	Organisation of Course	Schedule/Workload
Oral Biology 2	1 2 3 4 5	1 2 3 4 5
Respiration	1 2 3 4 5	1 2 3 4 5
Neurosciences and Behaviour	1 2 3 4 5	1 2 3 4 5
Skills Training	1 2 3 4 5	1 2 3 4 5
Head and Neck Anatomy	1 2 3 4 5	1 2 3 4 5
Dental Materials Science	1 2 3 4 5	1 2 3 4 5
Operative Dental Techniques 1	1 2 3 4 5	1 2 3 4 5

Core Radiology	1 2 3 4 5	1 2 3 4 5
Local Anaesthesia and Tooth Removal	1 2 3 4 5	1 2 3 4 5
Oral Pathology	1 2 3 4 5	1 2 3 4 5

***Change course names to reflect your curriculum.**

Best first and second year courses (and why):

Worst first and second year courses (and why):

Please circle the number indicating your level of satisfaction:

1=Excellent, 2=Good, 3=No opinion/indifferent, 4=Fair, 5=Poor

Third Year Courses*	Quality of Lectures/Conferences	Quality of Resident Teaching
Human Diseases	1 2 3 4 5	1 2 3 4 5
Dental Public Health 1	1 2 3 4 5	1 2 3 4 5
Preventative Dentistry 1	1 2 3 4 5	1 2 3 4 5
Periodontology 1	1 2 3 4 5	1 2 3 4 5
Conservative Dentistry/Endodontics	1 2 3 4 5	1 2 3 4 5
Oral Radiology 1	1 2 3 4 5	1 2 3 4 5
Orthodontics	1 2 3 4 5	1 2 3 4 5
Paediatric Dentistry 1	1 2 3 4 5	1 2 3 4 5
Oral Medicine 1	1 2 3 4 5	1 2 3 4 5
Local Anaesthesia and Tooth Removal	1 2 3 4 5	1 2 3 4 5
Third Year Courses*	Quality/Adequacy of Feedback	Quality of Attending Teaching
Human Diseases	1 2 3 4 5	1 2 3 4 5
Dental Public Health 1	1 2 3 4 5	1 2 3 4 5
Preventative Dentistry 1	1 2 3 4 5	1 2 3 4 5
Periodontology 1	1 2 3 4 5	1 2 3 4 5
Conservative Dentistry/Endodontics	1 2 3 4 5	1 2 3 4 5
Oral Radiology 1	1 2 3 4 5	1 2 3 4 5
Orthodontics	1 2 3 4 5	1 2 3 4 5
Paediatric Dentistry 1	1 2 3 4 5	1 2 3 4 5
Oral Medicine 1	1 2 3 4 5	1 2 3 4 5
Local Anaesthesia and Tooth Removal	1 2 3 4 5	1 2 3 4 5
Third Year Courses*	Patient Number and Variety	Overall Quality
Human Diseases	1 2 3 4 5	1 2 3 4 5
Dental Public Health 1	1 2 3 4 5	1 2 3 4 5
Preventative Dentistry 1	1 2 3 4 5	1 2 3 4 5
Periodontology 1	1 2 3 4 5	1 2 3 4 5
Conservative Dentistry/Endodontics	1 2 3 4 5	1 2 3 4 5
Oral Radiology 1	1 2 3 4 5	1 2 3 4 5
Orthodontics	1 2 3 4 5	1 2 3 4 5
Paediatric Dentistry 1	1 2 3 4 5	1 2 3 4 5
Oral Medicine 1	1 2 3 4 5	1 2 3 4 5
Local Anaesthesia and Tooth Removal	1 2 3 4 5	1 2 3 4 5

***Change course names to reflect your curriculum.**

Best third year course (and why):

Worst third year course (and why):

Please circle the number indicating your level of satisfaction:

1=Excellent, 2=Good, 3=No opinion/indifferent, 4=Fair, 5=Poor

Fourth Year Courses*	Quality of Lectures/Conferences	Quality of Resident Teaching
Dental Public Health 2	1 2 3 4 5	1 2 3 4 5
Preventative Dentistry 2	1 2 3 4 5	1 2 3 4 5
Oral Pathology	1 2 3 4 5	1 2 3 4 5
Oral Radiology 2	1 2 3 4 5	1 2 3 4 5
Oral Medicine 2	1 2 3 4 5	1 2 3 4 5
Oral and Maxillofacial Surgery	1 2 3 4 5	1 2 3 4 5
Peridontology 2	1 2 3 4 5	1 2 3 4 5
Prosthodontics	1 2 3 4 5	1 2 3 4 5
Conservative Dentistry	1 2 3 4 5	1 2 3 4 5
Orthodontics	1 2 3 4 5	1 2 3 4 5
Paediatric Dentistry 2	1 2 3 4 5	1 2 3 4 5
Fourth Year Courses*	Quality/Adequacy of Feedback	Quality of Attending Teaching
Dental Public Health 2	1 2 3 4 5	1 2 3 4 5
Preventative Dentistry 2	1 2 3 4 5	1 2 3 4 5
Oral Pathology	1 2 3 4 5	1 2 3 4 5
Oral Radiology 2	1 2 3 4 5	1 2 3 4 5
Oral Medicine 2	1 2 3 4 5	1 2 3 4 5
Oral and Maxillofacial Surgery	1 2 3 4 5	1 2 3 4 5
Peridontology 2	1 2 3 4 5	1 2 3 4 5
Prosthodontics	1 2 3 4 5	1 2 3 4 5
Conservative Dentistry	1 2 3 4 5	1 2 3 4 5
Orthodontics	1 2 3 4 5	1 2 3 4 5
Paediatric Dentistry 2	1 2 3 4 5	1 2 3 4 5
Fourth Year Courses*	Patient Number and Variety	Overall Quality
Dental Public Health 2	1 2 3 4 5	1 2 3 4 5
Preventative Dentistry 2	1 2 3 4 5	1 2 3 4 5
Oral Pathology	1 2 3 4 5	1 2 3 4 5
Oral Radiology 2	1 2 3 4 5	1 2 3 4 5
Oral Medicine 2	1 2 3 4 5	1 2 3 4 5
Oral and Maxillofacial Surgery	1 2 3 4 5	1 2 3 4 5
Peridontology 2	1 2 3 4 5	1 2 3 4 5
Prosthodontics	1 2 3 4 5	1 2 3 4 5
Conservative Dentistry	1 2 3 4 5	1 2 3 4 5
Orthodontics	1 2 3 4 5	1 2 3 4 5
Paediatric Dentistry 2	1 2 3 4 5	1 2 3 4 5

***Change course names to reflect your curriculum.**

Best fourth year course (and why):

Worst fourth year course (and why):

Please circle the number indicating your level of satisfaction:

1=Excellent, 2=Good, 3=No opinion/indifferent, 4=Fair, 5=Poor

Fifth Year Courses/Rotations*	Organisation of Courses/Rotation	Schedule/Workload
Ethics, Law and Jurisprudence	1 2 3 4 5	1 2 3 4 5
Restorative Dentistry	1 2 3 4 5	1 2 3 4 5
Child Dental Health	1 2 3 4 5	1 2 3 4 5
Oral and Maxillofacial Surgery	1 2 3 4 5	1 2 3 4 5
Sixth Year Interns/Rotations*	Organisation of Rotation	Schedule/Workload
Polyclinic Rotation	1 2 3 4 5	1 2 3 4 5
Arima Outreach Clinic	1 2 3 4 5	1 2 3 4 5
Emergency Rotation	1 2 3 4 5	1 2 3 4 5
Oral and Maxillofacial Surgery Rotation	1 2 3 4 5	1 2 3 4 5
Case Presentations	1 2 3 4 5	1 2 3 4 5
LMC/UWI Distance Learning	1 2 3 4 5	1 2 3 4 5

***Add or modify titles to fit your curriculum.**

Best rotation (and why):

Worst rotation (and why):

For Veterinary Students only

Please circle the number indicating your level of satisfaction:

1=Excellent | 2=Good | 3=No opinion/indifferent | 4=Fair | 5=Poor

Basic Sciences/Pre Clinical Courses*	Quality of Teaching	Quality of Course	Quality/Adequacy of Feedback
Gross Anatomy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Biochemistry	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Physiology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Histology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Embryology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Statistics	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Microbiology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Animal Production	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Pharmacology & Therapeutics	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Ethics & Jurisprudence	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Problem Based Learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Elective(s) (list any electives)			
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Basic Sciences/Pre Clinical Courses*	Organisation of Course	Schedule/Workload	
Gross Anatomy	1 2 3 4 5	1 2 3 4 5	
Biochemistry	1 2 3 4 5	1 2 3 4 5	
Physiology	1 2 3 4 5	1 2 3 4 5	
Histology	1 2 3 4 5	1 2 3 4 5	
Embryology	1 2 3 4 5	1 2 3 4 5	
Statistics	1 2 3 4 5	1 2 3 4 5	
Microbiology	1 2 3 4 5	1 2 3 4 5	
Animal Production	1 2 3 4 5	1 2 3 4 5	
Pharmacology & Therapeutics	1 2 3 4 5	1 2 3 4 5	
Ethics & Jurisprudence	1 2 3 4 5	1 2 3 4 5	
Problem Based Learning	1 2 3 4 5	1 2 3 4 5	
Elective(s) (list any electives)			
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	

***Change course names to reflect your curriculum.**

Best Basic Sciences/Pre Clinical Courses (and why):

Worst Basic Sciences/Pre Clinical Courses (and why):

Please circle the number indicating your level of satisfaction:

1=Excellent | 2=Good | 3=No opinion/indifferent | 4=Fair | 5=Poor

Paraclinical Courses*	Quality of Teaching	Quality of Course	Quality/Adequacy of Feedback
Parasitology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Gross Pathology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Microbiology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Immunology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Virology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Toxicology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Systemic Pathology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Veterinary Public Health	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Principles of Surgery	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Problem Based Learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Research Project	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Practice Management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Professional Development	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Elective(s) (list any electives)			
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Paraclinical Courses*	Organisation of Course	Schedule/Workload	
Parasitology	1 2 3 4 5	1 2 3 4 5	
Gross Pathology	1 2 3 4 5	1 2 3 4 5	
Microbiology	1 2 3 4 5	1 2 3 4 5	
Immunology	1 2 3 4 5	1 2 3 4 5	
Virology	1 2 3 4 5	1 2 3 4 5	
Toxicology	1 2 3 4 5	1 2 3 4 5	
Systemic Pathology	1 2 3 4 5	1 2 3 4 5	
Veterinary Public Health	1 2 3 4 5	1 2 3 4 5	
Principles of Surgery	1 2 3 4 5	1 2 3 4 5	
Problem Based Learning	1 2 3 4 5	1 2 3 4 5	
Research Project	1 2 3 4 5	1 2 3 4 5	
Practice Management	1 2 3 4 5	1 2 3 4 5	
Professional Development	1 2 3 4 5	1 2 3 4 5	
Elective(s) (list any electives)			
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	

***Change course names to reflect your curriculum.**

Best Paraclinical Courses (and why):

Worst Paraclinical Courses (and why):

Please circle the number indicating your level of satisfaction:

1=Excellent | 2=Good | 3=No opinion/indifferent | 4=Fair | 5=Poor

Clinical Courses*	Quality of Teaching	Quality of Course	Quality/Adequacy of Feedback
Avian Medicine	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Laboratory Animal Medicine	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Diseases of Exotic Animals	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Cardiology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Clinical Anatomy	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Clinical Pharmacology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Clinical Toxicology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Clinical Pathology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Dermatology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Ophthalmology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Neurology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Large Animal Medicine	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Small Animal Medicine	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Theriogenology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Large Animal Surgery	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Small Animal Surgery	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Diagnostic Imaging	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Anaesthesiology	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Problem Based Learning	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Elective(s) (list any electives)			
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Externship(s) (list any externship)			
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Clinical Courses*	Organisation of Course	Schedule/Workload	
Avian Medicine	1 2 3 4 5	1 2 3 4 5	
Laboratory Animal Medicine	1 2 3 4 5	1 2 3 4 5	
Diseases of Exotic Animals	1 2 3 4 5	1 2 3 4 5	
Cardiology	1 2 3 4 5	1 2 3 4 5	
Clinical Anatomy	1 2 3 4 5	1 2 3 4 5	
Clinical Pharmacology	1 2 3 4 5	1 2 3 4 5	
Clinical Toxicology	1 2 3 4 5	1 2 3 4 5	
Clinical Pathology	1 2 3 4 5	1 2 3 4 5	
Dermatology	1 2 3 4 5	1 2 3 4 5	
Ophthalmology	1 2 3 4 5	1 2 3 4 5	
Neurology	1 2 3 4 5	1 2 3 4 5	

Large Animal Medicine	1 2 3 4 5	1 2 3 4 5	
Small Animal Medicine	1 2 3 4 5	1 2 3 4 5	
Theriogenology	1 2 3 4 5	1 2 3 4 5	
Large Animal Surgery	1 2 3 4 5	1 2 3 4 5	
Small Animal Surgery	1 2 3 4 5	1 2 3 4 5	
Diagnostic Imaging	1 2 3 4 5	1 2 3 4 5	
Anaesthesiology	1 2 3 4 5	1 2 3 4 5	
Problem Based Learning	1 2 3 4 5	1 2 3 4 5	
Elective(s) (list any electives)			
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	
Externship(s) (list any externship)			
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	
-	1 2 3 4 5	1 2 3 4 5	

***Change course names to reflect your curriculum.**

Best Clinical Courses (and why):

Worst Clinical Courses (and why):

Please circle the number indicating your level of satisfaction:

1=Excellent | 2=Good | 3=No opinion/indifferent | 4=Fair | 5=Poor

Clerkships/Rotations*	Quality of Small Group Teaching/ Lectures/Conferences	Quality of Clinician/Resident Teaching
Avian & Poultry Medicine	1 2 3 4 5	1 2 3 4 5
Exotic and Special Species Medicine	1 2 3 4 5	1 2 3 4 5
Equine Medicine	1 2 3 4 5	1 2 3 4 5
Equine Surgery	1 2 3 4 5	1 2 3 4 5
Large Animal Medicine	1 2 3 4 5	1 2 3 4 5
Large Animal Surgery	1 2 3 4 5	1 2 3 4 5
Epidemiology & Veterinary Public Health	1 2 3 4 5	1 2 3 4 5
Small Animal Medicine	1 2 3 4 5	1 2 3 4 5
Small Animal Surgery	1 2 3 4 5	1 2 3 4 5
Anaesthesiology	1 2 3 4 5	1 2 3 4 5
Diagnostic Imaging	1 2 3 4 5	1 2 3 4 5
Clinical Pathology	1 2 3 4 5	1 2 3 4 5
Necropsy	1 2 3 4 5	1 2 3 4 5
Production Medicine	1 2 3 4 5	1 2 3 4 5
Emergency & Critical Care	1 2 3 4 5	1 2 3 4 5
Clinical Conference Presentation	1 2 3 4 5	1 2 3 4 5
Elective(s) (list any electives)		
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
Externship(s) (list any externship)		
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
Clerkships/Rotations*	Quality/Adequacy of Feedback	Quality of Attending Teaching
Avian & Poultry Medicine	1 2 3 4 5	1 2 3 4 5
Exotic and Special Species Medicine	1 2 3 4 5	1 2 3 4 5
Equine Medicine	1 2 3 4 5	1 2 3 4 5
Equine Surgery	1 2 3 4 5	1 2 3 4 5
Large Animal Medicine	1 2 3 4 5	1 2 3 4 5
Large Animal Surgery	1 2 3 4 5	1 2 3 4 5
Epidemiology & Veterinary Public Health	1 2 3 4 5	1 2 3 4 5
Small Animal Medicine	1 2 3 4 5	1 2 3 4 5
Small Animal Surgery	1 2 3 4 5	1 2 3 4 5
Anaesthesiology	1 2 3 4 5	1 2 3 4 5

Diagnostic Imaging	1 2 3 4 5	1 2 3 4 5
Clinical Pathology	1 2 3 4 5	1 2 3 4 5
Necropsy	1 2 3 4 5	1 2 3 4 5
Production Medicine	1 2 3 4 5	1 2 3 4 5
Emergency & Critical Care	1 2 3 4 5	1 2 3 4 5
Clinical Conference Presentation	1 2 3 4 5	1 2 3 4 5
Elective(s) (list any electives)		
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
Externship(s) (list any externship)		
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
Clerkships/Rotations*	Case Load Number and Variety	Overall Quality Of Clerkship
Avian & Poultry Medicine	1 2 3 4 5	1 2 3 4 5
Exotic and Special Species Medicine	1 2 3 4 5	1 2 3 4 5
Equine Medicine	1 2 3 4 5	1 2 3 4 5
Equine Surgery	1 2 3 4 5	1 2 3 4 5
Large Animal Medicine	1 2 3 4 5	1 2 3 4 5
Large Animal Surgery	1 2 3 4 5	1 2 3 4 5
Epidemiology & Veterinary Public Health	1 2 3 4 5	1 2 3 4 5
Small Animal Medicine	1 2 3 4 5	1 2 3 4 5
Small Animal Surgery	1 2 3 4 5	1 2 3 4 5
Anaesthesiology	1 2 3 4 5	1 2 3 4 5
Diagnostic Imaging	1 2 3 4 5	1 2 3 4 5
Clinical Pathology	1 2 3 4 5	1 2 3 4 5
Necropsy	1 2 3 4 5	1 2 3 4 5
Production Medicine	1 2 3 4 5	1 2 3 4 5
Emergency & Critical Care	1 2 3 4 5	1 2 3 4 5
Clinical Conference Presentation	1 2 3 4 5	1 2 3 4 5
Elective(s) (list any electives)		
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
Externship(s) (list any externship)		
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5
-	1 2 3 4 5	1 2 3 4 5

***Add or modify the clerkship titles to fit your curriculum.**

Best Clerkships/Rotations (and why):

Worst Clerkships/Rotations (and why):