

Student name (Last name, First name):

Rotation Title:

Rotation week:

Length of Rotation:

Number of days attended:

Rotation Grade:

Information for Students:

Instructors of each rotation will be using this Phase 4 Rotation Assessment Rubric to provide feedback on your current level of veterinary skills, based on their interactions with you within the activities and experiences of the rotation. Assessment is measured in relation to what is expected of a new veterinarian entering the profession. While the categories and behavioral descriptors are common to ALL Phase 4 Rotations, each rotation assessment uses only those categories deemed relevant to the specific learning outcomes of the rotation.

Within each main category (veterinary competency), several sub-skills (represented as rows in the following tables) have been identified that are deemed integral to successfully performing that competency. Across the row, each sub-skill is described in terms of observable behaviors ranging across varying degrees of performance from exemplary (exceeds entry-level expectations) to needing significant improvement. Of the behavioral descriptors for each sub-skill within a category, your current level of performance has been highlighted in green. You are encouraged to review the descriptors in order to identify ways in which you can further develop your skills and ready yourself for entering the veterinary profession.

You are encouraged to seek further dialogue with the instructor(s) of the rotation if needed in order to fully understand the feedback provided by this assessment.

***N.B. Note that an Overall Rubric Score of <50% will result in a final grade of “FAIL” for the rotation. As well, a rating of “Significant improvement needed” in the following sub-skills of Professional Conduct and Collegiality will result in a final grade of “FAIL” regardless of the overall rubric score:**

- **The student does not comply with ethical principles, legislation and regulations established for the licensed veterinarian despite reminders.**
- **The student is dishonest, and/or unwilling to improve their ability to be polite, collegial and respectful of all individuals involved in rotation activities when provided with feedback.**

Veterinary Factual Knowledge				Section Grade: XX / YY
The student demonstrates the ability to apply veterinary factual knowledge in the context of the rotation material.				Section Contribution to Total Grade: XX%
Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
The student demonstrates depth of knowledge beyond entry-level, and consistently applies this knowledge to the rotation context without facilitator probing, and/or the student is able to apply knowledge across species when faced with unfamiliar subjects.	The student demonstrates <u>depth of knowledge required</u> for entry-level, and <u>consistently applies this knowledge</u> to the rotation context.	The student demonstrates occasional inadequacies in knowledge, and/or inconsistent application of this knowledge to the rotation context.	The student demonstrates lack of basic factual knowledge for entry-level expectation and/or is unable to apply this knowledge to the rotation context.	NA
The student makes relevant contributions that demonstrate an understanding of the material. The student exhibits awareness of the current literature.	The student <u>makes relevant contributions</u> that demonstrate an understanding of the material.	The student's contributions are not consistently relevant, and/or suggest a variable understanding of the material.	The student's contributions are not relevant, or are factually incorrect.	NA
The student independently prepares for anticipated rotation activities /procedures in a thorough manner beyond review of key aspects of content.	The student <u>independently prepares</u> for anticipated rotation activities /procedures by becoming <u>conversant in key aspects of relevant content</u> .	The student independently prepares for anticipated rotation activities /procedures but misses key aspects of relevant content.	The student does not prepare for anticipated rotation activities /procedures.	NA
<p><u>Additional Comments for this Section:</u></p>				

Acquisition of Case History				Section Grade: XX / YY
The student is able to obtain a case history that is appropriate, includes accurate information, and is conducted in an organized and strategic manner.				Section Contribution to Total Grade: XX%
Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
	The student is able to <u>obtain an appropriate and accurate case history</u> that allows for the case management to move forward.	The student is able to obtain a case history that may be either incomplete or contains minor inaccuracies. There are details lacking that will not change how the case management moves forward.	The student is unable to collect an appropriate or accurate history. The history acquired negatively affects how the case management proceeds.	NA
The student is able to integrate information from all available sources during acquisition of the case history and strategically collects additional information that is necessary to support the investigation of potential differentials, or in preparation for intended procedures.	The student is able to <u>integrate information from all available sources</u> during acquisition of the case history.	The student is able to integrate information from several available sources during acquisition of the case history.	The student does not seek out any additional information from available sources during acquisition of the case history.	NA
	The <u>information is collected in an organized manner</u> giving due regard to efficiencies in time, focus and avoiding redundancy.	There is room for improvement in how the information is collected in terms of organization, efficiencies in time, focus and/or redundancies.	The student is unfocused and / or disorganized in collecting a case history.	NA
<u>Additional Comments for this Section:</u>				

Communication Skills with the Client				Section Grade: XX / YY
The student is able to apply previously learned communication strategies in order to establish rapport and communicate effectively with clients, and demonstrates the ability to explain medical information in language that facilitates client understanding.				Section Contribution to Total Grade: XX%
Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
The student is able to identify the communication needs of the client, and adapt their approach. The student's ability to apply previously learned communication strategies is seamless and facilitates an efficient and effective interaction with the client.	The student is <u>able to identify the communication needs of the client, and adapt their approach</u> by utilizing various communication strategies.	The student demonstrates difficulty with recognizing the communications needs of the client and/or adapting their approach by utilizing various communication strategies.	The communication is unprofessional and/or insensitive. The quality of the experience for the client is unfavourable and may have detrimental effects on the case progression.	NA
	The student is able to <u>establish rapport and convey a sense of empathy</u> to the client.	The student has difficulty establishing rapport and/or conveying a sense of empathy to the client.	The student is unable to establish rapport and/or convey a sense of empathy to the client.	NA
	The student is <u>able to elicit the client's thoughts, ideas and concerns</u> (i.e. perspective) on their animal's health and well-being.	The student is unable to elicit the client's thoughts, ideas and concerns (i.e. perspective) on their animal's health and well-being.	The student disregards the client's thoughts, ideas and concerns (i.e. perspective) on their animal's health and well-being.	NA
	The student is <u>able to explain their actions and any medical information to the client in language that facilitates client understanding</u> .	The student has some difficulty explaining their actions and/or any medical information to the client in language that facilitates client understanding.	The student makes no attempt or is unable to explain their actions and/or any medical information to the client in language that facilitates client understanding.	NA
<u>Additional Comments for this Section:</u>				

Conducting a Clinical / Physical / Necropsy Examination				Section Grade: XX / YY
The student is able to perform an examination (appropriate to the context) that is complete, technically sound and efficient, and the student detects all important findings.				Section Contribution to Total Grade: XX%
Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
	The student is able to <u>perform a complete and technically sound</u> examination.	The student performs an examination but some aspects of the examination are incomplete or improperly performed.	The student does not perform a complete examination or many aspects of the examination are improperly performed.	NA
	The examination is <u>performed systematically and efficiently</u> .		The examination lacks a systematic approach and/or efficiency.	NA
The student detects all important findings plus detects subtle changes beyond the skills of the entry-level veterinarian.	The student <u>detects all important findings</u> .	The student occasionally misses important findings.	The student frequently misses important findings.	NA
<u>Additional Comments for this Section:</u>				

Handling Animals Safely and Humanely				Section Grade: XX / YY
The student safely and humanely handles animals based on species-specific behaviour and existing medical conditions.				Section Contribution to Total Grade: XX%
Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
	The student selects the <u>appropriate handling or restraint method</u> for the species and is <u>able to effectively implement</u> the selected method.	The student selects the appropriate handling or restraint method for the species and can describe it, but is unable to effectively implement the selected method.	The student is unable to select and describe the appropriate handling or restraint method for the species, or is unable to perform appropriate methods when directed.	NA
	The student <u>interprets the behaviour</u> of the animal and <u>modifies their handling</u> as needed to optimize the safety and welfare of the animal and safety of personnel involved.	The student interprets the behaviour of the animal, but is unable to adjust/adapt their handling to optimize the safety and welfare of the animal and safety of personnel involved.	The student is unable to interpret the behaviour of the animal. The safety and welfare of the animal and/or the safety of personnel involved is put at risk.	NA
	The student is able to <u>identify the impact of handling techniques</u> on existing medical conditions and is <u>able to modify their handling</u> as needed in order to minimize distress.	The student is able to identify the impact of handling techniques on existing medical conditions, but is unable to modify their handling as needed in order to minimize distress.	The student is unable to identify the impact of handling techniques on existing medical conditions and is unable to modify their handling in order to minimize distress.	NA
The student takes charge of the situation and acts independently to provide feedback about animal handling to others in order to optimize safety and efficiency.	<u>With prompting</u> the student is <u>able to provide feedback</u> about animal handling to others in order to optimize safety and efficiency.		Despite prompting, the student is unable to provide feedback about animal handling to others in order to optimize safety and efficiency.	NA
<u>Additional Comments for this Section:</u> 				

Consideration of Animal Welfare				Section Grade: XX / YY
The student is able to identify animal welfare concerns and make recommendations for improvement based on standard industry and / or management practices.				Section Contribution to Total Grade: XX%
Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
	The student is able to <u>evaluate animal welfare status</u> based on health, behavioural and physiological indicators and can <u>identify deviations</u> from acceptable welfare standards.		The student is unable to evaluate animal welfare status based on health, behavioural and physiological indicators and / or is unable to identify deviations from acceptable welfare standards.	NA
	The student <u>evaluates the impact</u> of industry and/or management practices on animal welfare.		The student is unable to evaluate the impact of industry and/or management practices on animal welfare.	NA
The student makes recommendations regarding treatment or management that advance the current Codes of Practice and applicable legislation and can explain how these changes would further improve animal welfare.	The student <u>makes recommendations</u> regarding treatment or management <u>in accordance with the current Codes of Practice</u> and applicable legislation.	The student makes recommendations regarding treatment or management that do not fully reflect the current Codes of Practice and applicable legislation.	The student makes recommendations regarding treatment or management that are not in accordance with the current Codes of Practice and applicable legislation.	NA
The student is able to identify how the current Codes of Practice and industry norms may not fully optimize animal wellbeing, describes specific examples and integrates a broader perspective (national/international) into discussions regarding current standards of animal welfare.	The student is able to <u>identify how</u> the current Codes of Practice and industry norms may not fully optimize animal wellbeing, and <u>describes specific examples</u> .	The student is able to identify how the current Codes of Practice and industry norms may not fully optimize animal wellbeing, but is unable to describe specific examples.	The student is unable to identify how aspects of the current Codes of Practice and industry norms may not fully optimize animal wellbeing.	NA
<u>Additional Comments for this Section:</u> 				

Problem Solving and Clinical Judgment

**Section
Grade:
XX / YY**

The student is able to utilize a systematic approach to assessing a case, prioritize how the case is handled, develop an appropriate diagnostic and treatment plan, and evaluate and respond to the case progression over time.

**Section
Contribution
to Total
Grade:
XX%**

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
The student consistently uses a systematic approach to assessing a case (e.g. the problem-oriented medical approach, hypothetico-deductive approach) and is able to solve more complex or uncommon clinical problems.	The student <u>consistently uses a systematic approach</u> to assessing a case (e.g. the problem-oriented medical approach, hypothetico-deductive approach).	The student inconsistently uses a systematic approach to assessing a case (e.g. the problem-oriented medical approach, hypothetico-deductive approach).	The student does not use a systematic approach to assessing a case (e.g. the problem-oriented medical approach, hypothetico-deductive approach).	NA
	The student is able to <u>create and prioritize the problem list.</u>		The problem list is incomplete and/or not prioritized.	NA
	The student is able to <u>generate realistic differential diagnoses or diagnostic hypotheses.</u>	The student is able to generate some realistic differential diagnoses or diagnostic hypotheses. The list often lacks some key differentials.	The student has difficulty generating realistic differential diagnoses or is unable to generate relevant diagnostic hypotheses.	NA
	The student demonstrates the <u>ability to rank and refine the diagnostic hypotheses.</u>		The student has difficulty ranking and refining the diagnostic hypotheses.	NA
	The student is able to <u>consistently arrive at a working diagnosis.</u>	The student is not consistently able to arrive at a working diagnosis.	The student is unable to arrive at a working diagnosis.	NA
	The student is able to <u>develop an appropriate diagnostic and treatment plan that includes consideration of costs and practical feasibility.</u>	The student is able to develop an appropriate diagnostic and treatment plan, however, the plan is incomplete and/or does not consider cost or practical feasibility.	The student is unable to generate appropriate diagnostic and treatment recommendations.	NA
Diagnostic and treatment plans are reflective of, and responsive to, the progression of the case over time. The student proactively suggests modifications to case management as the case status changes.	Diagnostic and treatment plans are <u>reflective of, and responsive to, the progression of the case over time.</u>		Diagnostic and treatment plans do not reflect and respond to the progression of the case over time.	NA

Additional Comments for this Section:

Diagnostic Ability

The student is able to rationally select, explain the utility of, and interpret results of diagnostic testing and apply the results to a case. Diagnostic tests include clinical tests, diagnostic imaging, and laboratory tests.

**Section
Grade:
XX / YY**

**Section
Contribution
to Total
Grade:
XX%**

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
The student is able to correctly select common diagnostic tests independently, and can identify uncommon tests applicable to the case where appropriate.	The student is able to <u>correctly select</u> common diagnostic tests independently.	The student is able to correctly select common diagnostic tests following facilitated discussion with others.	The student is unable to correctly select common diagnostic tests despite facilitated discussion with others.	NA
	The student is able to <u>correctly interpret test results, including use of knowledge regarding species variation</u> during test interpretation when appropriate.	The student is able to correctly interpret test results in most instances but has occasional difficulty, and/or needs facilitation to use knowledge regarding species variation during test interpretation.	The student is unable to correctly interpret test results.	NA
	The student is able to <u>appropriately apply test results to advance the diagnostic or therapeutic process.</u>	The student has difficulty to appropriately apply test results to advance the diagnostic or therapeutic process but can do so following facilitated discussion.	The student is not able to appropriately apply test results to advance the diagnostic or therapeutic process despite facilitated discussion.	NA
The student can identify and integrate the specificity, sensitivity and other performance characteristics of tests in order to support their interpretation. The student can also identify and explain sources of error in diagnostic testing.	The student can <u>identify and integrate</u> the specificity, sensitivity and other performance characteristics of <u>tests</u> in order to support their interpretation.	The student can identify but does not integrate the specificity, sensitivity and other performance characteristics of tests in order to support their interpretation.	The student cannot identify the specificity, sensitivity and other performance characteristics of tests in order to support their interpretation.	NA

Additional Comments for this Section:

Technical and Procedural Skills

The student is able to perform common diagnostic and therapeutic procedures appropriately in the context of the rotation objectives. The student demonstrates consideration of the risks and benefits of these procedures when planning case management.

**Section
Grade:
XX / YY**

**Section
Contribution
to Total
Grade:
XX%**

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
	The student <u>performs common diagnostic and therapeutic procedures without difficulty and uses proper technique.</u>	The student demonstrates occasional difficulty in performing common diagnostic and therapeutic procedures.	The student is unable to perform some common diagnostic and therapeutic procedures.	NA
The student requires no guidance in order to perform common veterinary procedures, and can complete these procedures independently.	The student <u>requires minimal guidance</u> in order to perform common veterinary procedures.	The student requires guidance in order to perform common veterinary procedures, but responds to feedback in refining their technical and procedural skills.	The student requires guidance in order to perform common veterinary procedures and does not respond to feedback in refining their technical and procedural skills.	NA
The student is able to perform common veterinary procedures in an efficient manner, and utilizes less time than expected for an entry-level veterinarian.	The student is able to perform common veterinary procedures <u>in an efficient manner, and within the time expectations for an entry-level veterinarian.</u>	The student is able to perform common veterinary procedures but is not efficient and/or requires more time than expected for an entry-level veterinarian.	The student is able to perform common veterinary procedures but is not efficient and/or requires more time than expected for an entry-level veterinarian to a degree that is detrimental to the case.	NA
The student demonstrates good understanding of the risks and benefits associated with common procedures, can articulate these considerations, and is able to creatively propose alternatives that reduce risks and/or optimize benefits during procedures.	The student demonstrates <u>good understanding of the risks and benefits</u> associated with common procedures, <u>can articulate these considerations,</u> and demonstrates integration of these when planning case management.	The student demonstrates variable awareness of the risks and benefits associated with common procedures, and/or inconsistently demonstrates consideration of these when planning case management.	The student does not demonstrate awareness of the risks and benefits of common procedures.	NA

Additional Comments for this Section:

Case Ownership and Continuity of Care

**Section
Grade:
XX / YY**

**Section
Contribution
to Total
Grade:
XX%**

The student participates in ownership of their cases, is reliable in fulfillment of clinical responsibilities, remains attentive to case status, and ensures continuity of care.

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
	The student demonstrates <u>active ownership</u> of their cases by taking a lead role in advocating for the needs of the client and the care of the case.	The student demonstrates ownership of their case, but defers to others for suggestions on case management.	The student demonstrates no ownership of their case.	NA
	The student is <u>consistently up to date</u> with the clinical situation and remains attentive to current case status.	The student is usually up to date with the clinical situation and remains attentive to current case status, although occasional prompting is required.	The student is frequently not up to date with the clinical situation and is not attentive to current case status.	NA
Case care responsibilities are completed without supervision or prompting.	Case care responsibilities are completed with <u>minimal supervision</u> and prompting.	Reminders are needed in order to fulfill case care responsibilities.	Case care responsibilities are not completed despite reminders.	NA
The student optimizes continuity of case care by communicating the diagnostic, treatment and follow-up plans with the health care team and the client and monitors and verifies that the plans have been followed.	The student optimizes continuity of case care by <u>communicating the diagnostic, treatment and follow-up plans</u> with the health care team and the client.	The student optimizes continuity of case care by communicating the diagnostic, treatment and follow-up plans with the health care team and the client, but requires reminders to perform these actions.	The student is unable to optimize continuity of case care, since they do not communicate the diagnostic, treatment and follow-up plans with the health care team and the client, despite reminders being provided.	NA

Additional Comments for this Section:

Written Communication

**Section
Grade:
XX / YY**

The student uses a systematic approach when recording case information in the written record in accordance with legislative guidelines. Records, reports, case summaries or other written assignments are complete, accurate, informative, professional and done in a timely fashion.

**Section
Contribution
to Total
Grade:
XX%**

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
The student documents case information systematically (e.g. using a problem oriented medical approach, hypothetico-deductive method) and conclusions are supported by concise, well organized and logical information.	The student <u>documents case information systematically</u> and logically (e.g. using a problem oriented medical approach, hypothetico-deductive method).	The student documents case information but lacks a systematic presentation of the information.	The student documents case information but lacks a systematic presentation of the information. The logic is difficult to determine despite questions posed for clarification.	NA
	The student <u>adheres to legislative guidelines</u> for medical records.		The student is unaware of, or often does not adhere to, legislative guidelines for medical records.	NA
Records, reports, case summaries or other written assignments are complete, accurate, informative, and demonstrate clear rationale for all assessments & treatments as well as prognosis.	Records, reports, case summaries or other written assignments are <u>complete, accurate, and informative.</u>	Records, reports, case summaries or other written assignments are complete and generally accurate with occasional mistakes. There is frequent need for clarification.	Records, reports, case summaries or other written assignments lack significant details or contain information that is incorrect or misleading.	NA
	Written communication is <u>professional</u> in terms of language and style.		Written communication is unprofessional in terms of language and style.	NA
	The written communication is consistently produced on time <u>in accordance with the expectations of the rotation.</u>	The written communication is produced but timelines for completion according to rotation expectations are not met.	The written communication is not produced or completed prior to the end of the rotation.	NA

Additional Comments for this Section:

Communication Skills with Professionals

The student is able to communicate with other members of the veterinary team in an organized, logical and accurate manner using the appropriate terminology in the context of the rotation objectives. The student is able to establish rapport and communicate effectively with other members of the veterinary team.

**Section
Grade:
XX / YY**

**Section
Contribution
to Total
Grade:
XX%**

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
	The student is able to <u>communicate information</u> to other members of the veterinary team in a <u>manner that is consistently organized, logical and concise.</u>	The student is able to communicate information to other members of the veterinary team although this is hindered by an occasional inability to be organized, logical and/or concise.	The student is unable to communicate effectively to other members of the veterinary team due to frequent inability to be organized, logical and/or concise.	NA
	The student is able to <u>communicate information accurately using the appropriate terminology.</u>	The student struggles with the appropriate and accurate use of terminology.	The student does not communicate information accurately and/or appropriate terminology is consistently not used.	NA
	The student <u>communicates respectfully, professionally and clearly with other members of the veterinary team.</u>		Interpersonal communication with other members of the veterinary team is not conducted in a respectful or professional manner.	NA
	The student is able to work effectively with others to <u>manage conflict and maintain a collegial and professional working environment.</u>		The student is unable to work effectively with others and/or unable to manage conflict.	NA

Additional Comments for this Section:

Participation

The student actively participates and contributes to rotation activities. The student demonstrates an interest in learning, is self-directed, and actively seeks out resources to enhance their learning. The student seeks out feedback and responds to identified opportunities for development in order to advance themselves further.

**Section
Grade:
XX / YY**

**Section
Contribution
to Total
Grade:
XX%**

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
The student is engaged, actively participates and contributes to all rotation activities. The student demonstrates the interest and ability to facilitate the learning of their peers during rotation activities.	The student is <u>engaged, actively participates, and contributes</u> to all rotation activities.		Participation and contribution to rotation activities are affected by lack of attendance and/or lack of engagement.	NA
	The student <u>independently and consistently seeks out opportunities to gain an understanding</u> for the rotation material through reading about topics and conditions, and learning from other cases beyond those assigned to them.	The student requires encouragement to seek out opportunities to gain an understanding for the rotation material through reading about topics and conditions, and learning from other cases beyond those assigned to them.	The student is not self-directed and does not seek out opportunities to gain an understanding for the rotation material.	NA
	The student is <u>able to reflect</u> on performance, identify opportunities for development and <u>actively seek out ways to facilitate this growth</u> .	The student is able to reflect on performance, but does not identify opportunities for development and/or does not actively seek out ways to facilitate this growth.	The student is unable to reflect on performance in order to identify opportunities for development.	NA
	The student is able to show evidence of self-reflection and <u>respond to feedback</u> when provided.		Constructive feedback does not result in change.	NA
The student maintains a healthy learning experience throughout the rotation by identifying factors that may compromise personal well-being. The student anticipates and plans actions to avoid this impact.	The student <u>maintains a healthy learning experience</u> throughout the rotation by <u>identifying factors</u> compromising personal well-being and <u>taking action</u> to mitigate this impact.	The student does not maintain a healthy learning experience throughout the rotation. The student is unable to identify factors compromising their personal well-being, but when advised, the student takes actions to mitigate this impact.	The student does not maintain a healthy learning experience throughout the rotation. The student is able to identify factors compromising their personal well-being, but deliberately takes no action to mitigate this impact.	NA

Additional Comments for this Section:

Occupational and Public Health

**Section
Grade:
XX / YY**

The student incorporates awareness of personal safety, workplace hazards, infection control, and public health into their behaviours throughout rotation activities.

**Section
Contribution
to Total
Grade:
XX%**

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
	The student is <u>able to identify</u> when rotation activities pose risk to the safety of self and others and can <u>follow established protocols and/or take actions to minimize such risk.</u>	The student is able to identify when rotation activities pose risk to the safety of self and others, but is unfamiliar with established protocols and/or potential actions to minimize such risk.	The student is unable to identify when rotation activities pose risk to the safety of self and others.	NA
	The student <u>appropriately handles and disposes of</u> biohazardous materials and sharps.		The student does not appropriately handle and/or dispose of biohazardous materials and sharps.	NA
	The student <u>performs appropriate actions effectively</u> when trying to prevent the transmission of infectious agents between cases, or between humans and animals.	The student performs the appropriate actions ineffectively and/or needs reminders when trying to prevent the transmission of infectious agents between cases, or between humans and animals.	The student does not perform appropriate actions despite reminders, when trying to prevent the transmission of infectious agents between cases, or between humans and animals.	NA
The student identifies and applies food safety principles throughout rotation activities, including application of withdrawal times for drugs in food producing animals. The student extends the discussion to include local, national and international perspectives.	The student <u>identifies and applies</u> food safety principles throughout rotation activities, including application of withdrawal times for drugs in food producing animals.	The student can identify food safety principles, but does not apply these principles throughout rotation activities.	The student cannot identify food safety principles throughout rotation activities.	NA

Additional Comments for this Section:

Professional Conduct and Collegiality*

**Section
Grade:
XX / YY**

The student embodies and demonstrates professional standards and expectations, self-reflective personal behaviour, collegial conduct, and gives due regard to time and responsibilities.

**Section
Contribution
to Total
Grade:
XX%**

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
	The student <u>complies with</u> ethical principles, legislation and regulations established for the licensed veterinarian.	The student occasionally needs reminders to comply with ethical principles, legislation and regulations established for the licensed veterinarian.	The student does not comply with ethical principles, legislation and regulations established for the licensed veterinarian despite reminders.*	NA
The student is honest, polite, collegial and respectful of all individuals involved in rotation activities, and takes an active role in building a positive team atmosphere with colleagues.	The student is <u>honest, polite, collegial and respectful of all individuals involved in rotation activities.</u>	The student is honest, and improves their ability to be polite, collegial and respectful of all individuals involved in rotation activities when provided with feedback.	The student is dishonest, and/or unwilling to improve their ability to be polite, collegial and respectful of all individuals involved in rotation activities when provided with feedback.*	NA
	The student <u>provides informed judgement</u> and demonstrates actions in the workplace that <u>reflect a balance</u> of knowledge based on ethical, moral, and scientific principles.		The student provides biased judgement and/or demonstrates actions in the workplace that do not reflect a balance of knowledge based on ethical, moral, and scientific principles.	NA
The student takes action to address personal and professional limitations by seeking assistance and engaging others via collaboration, seeking supervision or referral. The student anticipates and plans actions to mitigate future personal and professional limitations.	The student takes action to <u>address personal and professional limitations by seeking assistance and engaging others via collaboration, seeking supervision or referral.</u>	The student is unaware of personal and/or professional limitations, but when informed, recognizes the need to seek assistance and engage others via collaboration, seeking supervision or referral.	The student is unaware of personal and/or professional limitations, and when informed, does not recognize the need to seek assistance and engage others via collaboration, seeking supervision or referral.	NA
The student independently adopts leadership and supporting roles when participating in a group. The student facilitates a healthy collaborative learning experience through teamwork. The student is consistently acknowledged among their peers as being an effective team member.	The student <u>independently adopts leadership and supporting roles when participating in a group. The student facilitates a healthy collaborative learning experience through teamwork.</u>	The student requires guidance in order to modify their leadership and supporting roles when participating in a group. The student facilitates a healthy collaborative learning experience through teamwork.	The student does not respond to guidance about their leadership and supporting roles when participating in a group. The student's behaviour undermines the collaborative learning environment or team approach.	NA
	The student is <u>where they need to be at the expected time</u> throughout all rotation activities.	The student is where they need to be at the expected time on most occasions. The student provides explanations that reasonably explain any discrepancy in expected behaviour.	The student is frequently not where they need to be at the expected time. The student does not provide explanations that reasonably explain any discrepancy in expected behaviour.	NA

Additional Comments for this Section:

***Note: A rating of "Significant improvement needed" in either of the bolded sub-skills will result in a final grade of "FAIL" regardless of the Overall Rubric Score.**

Presentation Skills

**Section
Grade:
XX / YY**

The student clearly explains the required content, uses appropriate and effective audiovisual aids, and delivers the presentation in an articulate manner that fosters understanding.

**Section
Contribution
to Total
Grade:
XX%**

Exceeds graduating entry-level expectations	Meets graduating entry-level expectations	Approaching graduating entry-level expectations	Significant improvement needed to meet graduating entry-level expectations	Sub-skill is not applicable
The student creates a logically structured presentation that addresses the breadth and depth of content coverage required of the topic, and is able to extrapolate to a larger context as needed without detracting from the topic coverage of the presentation.	The student creates a <u>logically structured presentation</u> that addresses the <u>breadth and depth</u> of content coverage required of the topic.	The student creates a logically structured presentation but the breadth and/or depth of content coverage required of the topic is below expectations.	The student is unable to prioritize information to create a logically structured presentation.	NA
The student creates and utilizes slides and audio-visual materials that are appropriate to the topic, facilitate the understanding of the content, and allows for a logical delivery of the content. The use significantly enhances the understanding and progression of the topic throughout the presentation.	The student <u>creates and utilizes slides and audio-visual materials</u> that are appropriate to the topic, <u>facilitate the understanding</u> of the content, and <u>allows for a logical delivery</u> of the content.		The student creates and utilizes slides and audio-visual materials that detract from understanding the content and/or disrupt any logical flow of the content.	NA
The student speaks clearly, fluently and coherently, makes eye contact with the audience, manages their nervousness associated with presenting, and delivers the presentation within the allocated time. The student engages the audience in an active learning experience through their presentation style.	The student <u>speaks clearly, fluently and coherently, makes eye contact with the audience, manages their nervousness associated with presenting, and delivers the presentation within the allocated time.</u>	The presentation style could be improved in one or more of the following areas: <ul style="list-style-type: none"> • clarity of voice • fluency • pace • coherence between spoken and audiovisual components • rapport with the audience • managing nervousness • time management of the presentation 	Presentation style is significantly affected by lack of clarity, fluency, pace, being coherent, lack of rapport with the audience, managing nervousness, and/or inability to conform to the expected time allocation for presenting.	NA
The student integrates knowledge and abilities to answer questions about the presentation, and shows the ability to extrapolate to broader and/or deeper levels of understanding.	The student <u>integrates knowledge and abilities to answer questions</u> about the presentation.	The student needs additional supporting questions or prompting in order to integrate knowledge and abilities to answer questions about the presentation.	The student is unable to integrate knowledge and abilities in order to provide a basic response to questions.	NA

Additional Comments for this Section:

General Comments (Optional)

Please include additional comments that you might have for the student here.

Student Total Grade (out of 100%):

XX%

OR check here if this assessment represents mid-rotation formative feedback only (no grade):

Additional General Comments:

Assessment was completed by:

Please list all instructors (faculty, residents, interns, technicians, other personnel) that contributed to this assessment here.

Date of Completion:

XXXX/14

Dr. XXX