



Distributed Veterinary Learning Community (DVLC) Guidelines and Policies



Common Acronyms

Acronym	Definition
AVMA	American Veterinary Medical Association
ABVMA	Alberta Veterinary Medical Association
COE	The AVMA's Council of Education
CVMA	Canadian Veterinary Medical Association
DSU	Diagnostic Services Unit
DVLC	Distributed Veterinary Learning Community
DVTH	Distributed Veterinary Teaching Hospital
GA	General Associate
GVP	General Veterinary Practice
IM	Investigative Medicine
ITER	In-Training Evaluation Report
NAVLE	North American Veterinary Licensing Examination
PRC	Practicum Rotation Coordinator
RCP	Rural Community Practice
SAS	Student Accessibility Services
WCB	Workers' Compensation Board



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1. The University of Calgary Year IV Program

Structure of University of Calgary Year IV Program

The Year IV Program at the University of Calgary is divided into three courses:

VETM 571 (Veterinary Diagnostics and Therapeutics)

VETM 571 is 6 weeks long, with rotations in **Diagnostics, Clinical Pharmacology, and Imaging**.

All these rotations are mandatory for all students. The rotations are led by UCVM faculty at the UCVM campus.

VETM 581 (General Veterinary Practice)

VETM 581 requires 8 weeks of rotations hosted within the Distributed Veterinary Learning Community (DVLC) and 4 within the UCVM. **VETM 581 is comprised of 3 mandatory rotations, each 4 weeks long: one Rural Community Practice (RCP) rotation and one General Veterinary Practice (GVP) rotation in either Small Animal, Food Animal, or Equine Medicine, and one rotation in the UCVM's Community Care Clinic (CCC).** Longitudinal evaluation of all students falls in this course (including Field Notes, Faculty Check-In and Performance Reviews, a **Professionalism Module**, and case presentations). Students must also maintain an accurate and complete electronic case log in One45 for all rotations. **Students are expected to log every case they see while on a clinical rotation. Students and clinics must obtain permission from clients for student involvement, and written consent is required for any representation of cases that will be used in case presentations/rounds. A consent form is available to the students for client permission for case logs and presentations.**

As part of the VETM 581 course requirement, students participate in mandatory faculty check-ins and case rounds discussions. Faculty check-ins provide an opportunity for students to discuss their strengths, progress, challenges, and goals with their mentors. Students must also participate in rounds discussions during the afternoon. **For the 2026-2027 clinical year, these rounds and check-ins have been moved to pre-scheduled remediation weeks for all students to avoid detracting from their clinical experience time.**

Clinics are welcome to login and view the case presentations. Login details will be provided via the DVLC newsletter. The dates for the 2026-2027 clinical year are:

- **September 9, 2026**



- January 6, 2027
- April 8, 2027

VETM 591 (Clinical Enrichment)

VETM 591 requires 22 weeks of rotation time supervised by DVLC veterinarians or UCVM Faculty members. No individual rotation within VETM 591 is mandatory, however, all students must complete the requisite number of rotation weeks. Externships and Investigational Medicine projects are also included within VETM 591. The Investigational Medicine rotation provides the opportunity for final year students to gain an in-depth research experience by joining an active UCVM research group or UCVM faculty member for an extended period (either 8 or 10 weeks). DVLC practices may be contacted for their interest in participating in IM projects from a mentorship, case study, and data collection standpoint. Often, participating students may not be on a direct “rotation” at the clinic at that time but may ask to be contacted if cases fitting their inclusion criteria are present. **Investigational Medicine summary presentations are scheduled for April 5, 2027. Clinics are invited to watch the presentations. Login information will be provided via the DVLC newsletter.**

VETM 591 elective rotations are intended to collectively advance the competencies of the students, consistent with their career goals. Students are encouraged to take primary responsibility for their learning by reflecting on the overall objectives during their 22 weeks of rotations and developing learning strategies congruent with their objectives. Students are expected to monitor their progress within each rotation and longitudinally towards achieving their overarching objectives. Complimentary to this, DVLC practices play a significant role in monitoring student progress and relating clinical learning experiences to students’ overall career goals. Rotations provide opportunities for both guided and self-directed learning. Guided learning can include mentored animal examinations, proctored rounds, and surgical assistance to name a few examples. Self-directed learning can and should include case research preparation and follow-up. Evaluations by the clinic, and feedback by PRCs and GAs, allow for student reflection and help the student understand how every rotation can help advance the student’s competency in their future career. For example, students will benefit from increasing their proficiency in history taking, medical record writing, and communication.



Clinics Offering Multiple Rotations

One practice may have multiple different codes for rotations in the One45 system, which will result in different schedules on your One45 account. This may be because one clinic may offer both an RCP or a GVP rotation (part of VETM 581) and an elective rotation (part of VETM 591). These courses may have different evaluation needs and course content focus. If you have questions regarding the differences in rotations your practice offers, contact a DVLC Liaison or the DVLC Office. You are welcome to contact us at any time with questions.

Take note: clinics that offer official rotations through the UCVM cannot also offer externships to UCVM Year IV students.

Lottery Process and Rotation Swap Requests

In the Fall, clinics will be sent a survey confirming their availability, preferred rotation length, and number of students preferred throughout the year. The clinics will also provide a description of their practice/rotation type that highlights the unique caseload and opportunities available. At this time, the UCVM will provide rotations with a list of expected learning objectives to be included in their rotation description. These learning objectives directly map to the UCVM's overall program goals and are reflected in the evaluation of tested competencies. This information is then entered into a matrix to create a lottery system for the students.

Students are involved in a two-part lottery process to determine their clinical schedule. The first portion of the lottery confirms the timing of their externships outside the DVLC, faculty led rotations, IM Projects, and their two mandatory rotations: GVPs and RCPs (VETM 581). The second portion of the lottery then focuses on the available elective rotations. Rotations are assigned based on how the students ranked the rotations. There is a period after each round where students can to swap rotations based on availability.

Given the number of students in the curriculum and the need to ensure equitable and fair opportunities for all learners, clinics are not able to individually select or interview students for rotations. Clinics should also refrain from arranging individual rotation swaps or promising specific placements. Doing so can create inequities in student experiences and may place undue pressure on other clinics to accommodate requests for special consideration.



When the lottery is complete, clinics are sent an email to confirm that their schedule for the year is posted in One45 (see **Appendix 1** for a guide on how to access the schedule). If, after reading the schedule for the clinical year, you realize that there has been an error or that your clinic's circumstances have changed, contact a DVLC Liaison immediately.

2. Role of the DVLC Practices

2a. AVMA's Council of Education and Distributed Learning Hospital Guidelines

The CVMA/AVMA Council of Education (COE) is the accrediting body for Canadian and American Veterinary Colleges. The UCVM facilities on main campus and Spy Hill campus, as well as several DVLC clinics that hosted a large proportion of students, were last visited by the COE in 2019 and the College was granted accreditation for seven years. The main college, the Clinical Skills Building (CSB), Veterinary Learning Commons (VLC) and Foothills campus, and select DVLC clinics will be revisited in person in **October/November 2026**. Any facility within the DVLC may be visited by the COE committee during reaccreditation. Online visits from the AVMA may begin earlier.

The UCVM employs a distributed learning model with both "required sites" (DVLC clinics that provide RCP and GVP rotations) and "elective sites" (DVLC clinics that provide elective rotations). As part of the COE requirements, the UCVM must provide education goals for each site in the distributed learning model, provide supervision and guidance for teaching and materials, and regularly visit facilities to ensure they meet the COE requirements. **Team members who supervise UCVM students must participate in learning opportunities provided by the UCVM on teaching, assessment, feedback, and administrative policies.** These opportunities can be discussed during touch-points with the clinic's DVLC Liaison (see next section) as well as opportunities communicated with DVLC partners through the DVLC newsletters. .

In March of 2026, the COE emailed all practices involved in teaching distributed Year IV students to complete an online form, referred to in shorthand as "Appendix H", to document the clinic's involvement in teaching. Clinics should have submitted this document by May 1st, 2026. They were also asked to submit their case numbers to the UCVM as soon as possible. Appendix H will be used in conjunction with a self-study and other documents provided by the



UCVM to decide which clinics should be visited virtually and which clinics will be visited in person. These visits will be scheduled starting in September of 2026 and will be arranged between the clinic, UCV, and the AVMA COE. Virtual visits will take place starting on October 11, 2026. In person visits will take place between November 1-5, 2026.

2b. Visits and Touch-Points with DVLC Liaisons and the Quality Lead, Clinical Affairs

The DVLC Liaisons are the primary connections for the DVLC practices to the UCV and can act as educators, advocates, and concierges for any information or support you may need. To help forge strong relationships, communicate new policies, and ensure quality in teaching, assessment, and feedback, Liaisons will need to be in touch both in person and virtually several times a year.

The Quality Lead for Clinical Affairs is another important member of the DVLC team. This individual is an RVT who assists with site quality inspections, creating protocols to help clinics meet COE standards, and assists with registration paperwork and implementation with the UCV. The Quality Lead can help ensure that all contracts with the UCV are signed and current, that all PRCs and GAs have appointments with the UCV and help troubleshoot other issues, such as library access and newsletter subscription.

COE requirements for site inspections are not the same as those for PIPS inspections. DVLC Liaisons and COE committee members do not communicate with the ABVMA or PIPS. Specifically, the COE has different requirements for the general facility, isolation facilities, and necropsy facilities and procedures. If there are any concerns or questions about differences in the inspection guidelines or general facility issues, reach out to the DVLC Liaisons and/or Quality Lead.

2c. Role of the PRC and GAs

Providing real-life, hands-on experience for our students would be impossible without the contributions of our DVLC practices. Students can take what they learned in the classroom and clinical skills laboratories and apply it, with supervision, to cases. Experience in DVLC practices



provides students with mentorship, exposure to veterinary practice management and schedules, and differing techniques and perspectives.

The Practicum Rotation Coordinator (PRC) is the principal contact person for the rotation. The PRC is in contact with the DVLC through the DVLC Liaisons and course coordinators to arrange clinic visits, schedule rotations, orient students to their practice, evaluate students, and provide feedback. **PRCs must be fully-licensed ABVMA members in good standing and have at least 5 years of experience. A general associate (GA) is any veterinarian who may provide primary supervision and teaching on a given day of the rotation. GAs must be a fully-licensed ABVMA member in good standing, and have at least 2 years of experience. Applications for PRCs will require a CV and at least three references. Appointments for GAs are 2 years in length; appointments for PRCs are 5 years in length. The DVLC office can assist you with renewal. Important note: any veterinarian providing regular supervision needs to be registered with the DVLC office as a PRC or a GA.**

Supervision of students by PRCs or GAs must adhere to the standards of the Professional Standard for the Delegation of Veterinary Medicine. A copy of the document may be found at:

[https://abvma.in1touch.org/document/7688/Delegation%20of%20Veterinary%20Medicine Pr of Std approved%20by%20ABVMACouncil Feb2023 Final.pdf](https://abvma.in1touch.org/document/7688/Delegation%20of%20Veterinary%20Medicine%20Pr%20of%20Std%20approved%20by%20ABVMACouncil%20Feb2023%20Final.pdf)

Practice Expectations for Delegation to a final year veterinary student

Final Year veterinary student:

A veterinary student who is enrolled in and eligible to begin the final year of a professional degree program in veterinary medicine that is accredited by the Council on Education of the American and Canadian Veterinary Medical Associations.

Final Year veterinary students from Accredited Veterinary Colleges

- The supervising veterinarian shall ensure that they review with the student member on a daily basis all services performed by the student
- Direct or immediate supervision by a registered veterinarian, which may be in consultation with an RVT, is required for veterinary procedures restricted to registered veterinarians (i.e. making a diagnosis, determining a course of treatment (which includes prescribing medications), or performing any surgical procedure)
- The final year veterinary student and supervising veterinarian will have professional accountability
- Tasks normally delegated to an RVT may be performed under indirect supervision
- A final year veterinary student must not perform a veterinary service unless the owner of the animal has given consent (written consent is recommended) for student involvement

Veterinary medical procedures cannot be delegated to non-final year veterinary students and animal health/veterinary technology students.

See the Appendix for additional information on delegation.



“Immediate” supervision means you must be in the room with the student; “direct” supervision means you must be in the clinic; and “indirect” supervision means you are available for consultation (per the ABVMA meeting with UCVM students on 4.7.25).

See **Appendix 5** for more information regarding the duties of supervision.

Students are well-informed that the clinicians at their rotations are the primary medical decision makers and authorities on all cases seen during their rotation. If consultation or discussion is requested of a specialist or faculty member at the UCVM, this will be done only with the full involvement of the supervising clinician to create a collaborative, team approach and maintain the PRC’s involvement and ownership of the case.

The DVLC Liaisons are available to all PRCs or GAs in a DVLC program whenever a question or issue arises. A table of contact information is available at the end of this document and is also available in One45 under *Handouts and Links → YR IV Program Objects → Administrative Contact Information*.

2d. Prior to Student Arrival

Prior to student arrival, the student and PRC will be in communication. Students are encouraged to contact their PRC several weeks in advance to discuss any accommodation requirements and known scheduling conflicts (e.g., writing the NAVLE) that may occur during their rotation. During these discussions, the PRC should arrange a time and place for the student to first arrive on rotation. This initial communication is also a great place to review any expectations and guidelines prior to the student’s arrival. Students are expected to review an orientation checklist with you during this initial meeting, which includes details such as expected attire, equipment, phone and internet use, etc. Students do not have direct access to diagnostic imaging equipment, etc. If you would like to request that a student bring additional equipment (such as a reproductive ultrasound) with them to the rotation, those item requests must be coordinated through the UCVM directly via the DVLC office.



2e. Clinical Accommodations for Students

Students may require clinical accommodations to ensure they can fully participate in their learning while managing disabilities, medical conditions, or other accessibility needs. Providing accommodations supports equitable access, enhances student success, and aligns with the UCVM's commitment to fostering an inclusive and supportive learning environment.

As educators and clinical partners, it is our duty to accommodate students in accordance with the University of Calgary's policies and human rights legislation. Accommodations do not compromise academic or professional standards but ensure that students can demonstrate their competencies in a manner that considers their needs.

Process for Clinical Accommodations:

- 1. Student develops accommodation plan:**

Students requiring clinical accommodations will work with their healthcare providers and the Student Accessibility Services (SAS) office at the University of Calgary to develop an official accommodation plan. While students are strongly encouraged to establish their accommodations before the Year IV rotation lottery, we recognize that circumstances may change, necessitating accommodations during their clinical year. In such cases, accommodations will be implemented as needed to ensure an equitable learning experience.

- 2. UCVM Notifies the Clinic:**

The UCVM Student Experience team will communicate with the designated DVLC Liaison to inform them of the required accommodations before the scheduled rotation. Only the specific accommodation requirements will be shared, ensuring that all information remains relevant and necessary for implementation while respecting student confidentiality. Medical information is never shared with the UCVM program by Student Accessibility Services (SAS) or any other party.

- 3. Clinic Review and Implementation:**

The DVLC Liaison will review the accommodation plan and coordinate with clinic leadership to ensure accommodation is provided. Examples of accommodation may include adjustments to clinical tasks or schedules, modifications to the physical workspace, the use of assistive technology, or additional breaks as needed.



4. Ongoing Communication & Support:

The UCVF Student Experience team remains available for questions or clarifications regarding accommodation(s). If any concerns arise about implementing accommodations, the clinic should promptly communicate with their DVLC Liaison to explore alternative solutions while maintaining compliance with accessibility standards.

Rotation staff and the UCVF have a legal and moral obligation to protect and provide accommodations when requested; not doing so is a violation of human rights. Further, the information disclosed to the PRC via either official letter or in personal conversations should be treated confidentially and not shared with other members of staff (aside from what is needed to meet the requirement).

2f. Orientation

Knowing that PRC's time is in high demand, it is recommended that prior to the student's arrival, the PRC schedule dedicated time to orient the student so that this can occur immediately on the student's first day. Other options include working with the student to arrange a meeting the day before the rotation starts or at an allotted time during the first day that suits all parties.

The PRC should orient the student upon arrival. Students are provided with an orientation checklist (which is also available on One45 under the Handouts and Links section) that should be completed during the orientation in conjunction with the PRC. Specifically, PRCs should review:

The Nuts and Bolts of Orientation

- **The schedule and outline of clinic hours** and if the student may be expected to come in early/stay later to initiate or complete case management. Identify a start time for each day. Reviewing any expectations of after-hours learning is required. **Review the new Learning Hour Guidelines effective May 2025 (Section 5b).**
- **Appropriate attire/uniform for your practice.**
- **The evaluation schedule.** Pre-schedule the evaluation meetings into the PRC's schedule to ensure all parties are available. Inform the student when these meetings will take place.
- **The student's planned level of participation in different procedures as they progress through rotation.** Each rotation can have different expectations, different appointment



types, and assignments. The veterinarian's comfort level dictates when a student can move forward. This can be outlined in the orientation. For example, "We'll start by having you shadow a few appointments. Then we'll progress to have you taking histories and performing physical exams. If that is going well, we'll discuss having you perform vaccine and wellness exam appointments."

- **The use of cell phone/electronic devices at your clinic.** It is the UCVM's policy that cell phone usage while on rotation should be limited to emergencies or personal times such as lunch or other breaks. Students may access Field Notes (one of the assessments) for you to submit on their digital device (see Section 2h).
- **Introduce the student to the staff and explain their roles within the practice.**
- **Ensure contact numbers are exchanged and it is outlined who the students should go to with questions during their rotation.** If there are specific personnel at your clinic responsible for different areas, ensure the student has the information to contact those individuals and when it would be appropriate to do so.
- **Provide a tour of the clinic with attention to day-to-day patient activities, safety considerations, and evacuation plans.** (This specific portion of the orientation can be delegated to an Office Manager, GA, clinician, or RVT at the PRC's discretion).

Reviewing the Clinic's Expectations

Review with students the expectations regarding clean-up, answering the phone, interactions with clients, and interactions with others in the clinic. It is important that students understand and respect the different roles in the clinic. Students are learners on these clinical rotations. Hands-on clinical learning does carry with it explicit responsibilities that should be discussed directly with the student. As learners, they are not responsible for the routine daily labour necessary to run a practice. However, students should expect to contribute to the routine maintenance that occurs because of their participation in learning activities. For example, students are not expected to provide kennel maintenance or routine pet walking during the day. However, they can reasonably be asked to clean the table following the examination of a patient, to assist in the clean-up following their participation in a surgery (especially the disposal of any sharps), and to participate in the upkeep of facilities equivalent to that of any other veterinarian in that practice. After-hours treatments are included in the Learning Hours Guidelines and student participation in these activities is assessed via student



professionalism. It is also important to discuss how and when students may have time for self-directed learning, case investigation, review, and potential rounds.

Reviewing the Student's Expectations

Reviewing student expectations is one of the most important parts of the orientation process. Students are encouraged in VETM 591 (Elective rotations) to carefully consider how each rotation will contribute to their career goals. This is in alignment with the new ABVMA policy in which veterinarians are expected to reflect upon and drive their own continuing education goals. The orientation process can be used to build rapport with the student and understand their goals. It provides an opportunity to clarify if these goals are realistic for this rotation, how the rotation may contribute to these goals, expand upon other learning opportunities at the clinic that the student may not have considered, and balance the student's desires with the reality of that clinic's philosophy and schedule. The PRC can explain to the student how the rotation will aim to provide an excellent educational experience while also providing safe and efficient patient care.

For example, a student may have a goal of performing 50 spays during their 4th year, which will not happen at an equine clinic. However, reviewing pre-anesthetic checklists, record taking, clinical pharmacology, and suture patterns are universally applicable. Another example would be an equine-focused student who wants to perform joint injections. The PRC could explain how this may or may not be possible depending on client consent and the existing client-veterinarian relationship. The PRC could then explain that while the student may not be able to physically inject certain patients, they can be involved in the lameness work-up, prepping the joint injection sites, discussing injectable medications, reviewing limb positioning and aseptic handling, and post-injection protocols. A final example is that if a student expresses an interest in anesthesia, ensuring that they can partake in both routine and interesting anesthesia cases that may present at your clinic versus having that student shadow, for comparison, a dermatology case that may be occurring at the same time.

Finalizing the Orientation

The student and PRC are responsible for keeping a copy of the Orientation Checklist for reference.



2g. Timing of Evaluations

PRCs must complete interim and final evaluations of student performance during the rotation. Only the final evaluation will be considered in the overall grade. Traditional evaluation forms (ITERS) will now be due only at the mid-point and final week of the GVP rotations, RCP rotations, and 4 week electives, and only the final week for two week electives. The forms will be automatically loaded into your One45 account and a reminder email will be sent. **ITERS must be completed, reviewed with the student, and submitted by the FRIDAY of the week they are due (mid-rotation and final week).**

Students learn best through active, direct feedback. Schedule time accordingly to review the evaluations with the student during their rotation. This pre-scheduling enables early feedback and provides students the opportunity to remediate identified weaknesses and refocus the rotation as needed. Timely interim evaluations, scheduled time to discuss the final evaluation, and reflection on feedback, allow students to feel informed with respect to their performance prior to reading their final evaluation and help motivate them for further learning. If a mid-way ITER is not received, you will be contacted to ensure this is submitted prior to the final week.

2h. Types of Evaluations and How Evaluations are Translated Into Grades

Assessment Forms

VETM 581 and VETM 591 utilize two assessment tools: the **In-Training Evaluation Report (ITER)**, which serves as both an interim and final evaluation, and **Field Notes**, an assessment format introduced in 2025. The previously used **Entrustable Professional Activity** and **Communication Assessment** forms were discontinued beginning in the 2025–2026 academic year.

1) ITER

The ITER will be used on all rotations for both the interim and the final evaluation. These forms should be filled out by the PRC with input from other General Associates that provided supervision to the student. When a student is scheduled for a rotation, One45 automatically generates an ITER for both the interim and final evaluations.



The ITER has been revised for the 2026-2027 clinical year to incorporate the feedback received from clinics, address comments made by our DVLC faculty, meet Council on Education demands, and reduce time demands on our PRCs. There are now different ITERs per rotation type (general practice, specialty, and focused). Part A of the ITER focuses on the graded competencies for which the UCVM requires student evaluation. These competencies have been edited since the 2025-2026 model to reflect feedback received from the DVLC. These levels of competency are relative to what you would typically expect of a final year veterinary student or of a new graduate veterinarian (Ex: pre-novice, novice, advanced beginner, competent, and proficient) and capture both the student's cognitive skills/clinical reasoning, performance of clinical skills, and the level of supervision and mentorship that is required.

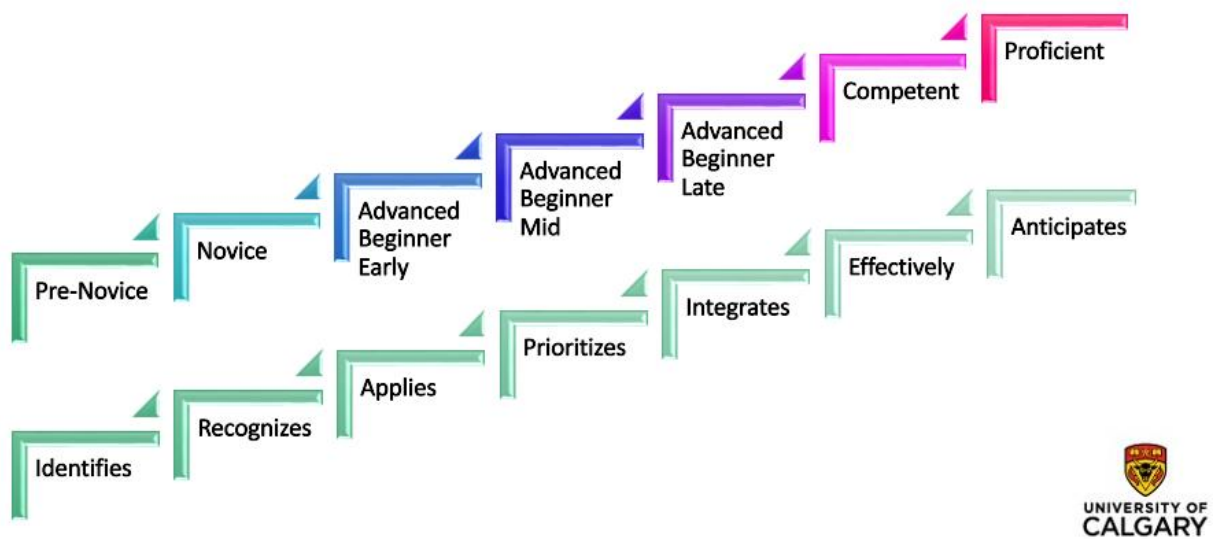


Figure 1. Reflection of competency milestones and clinical reasoning.

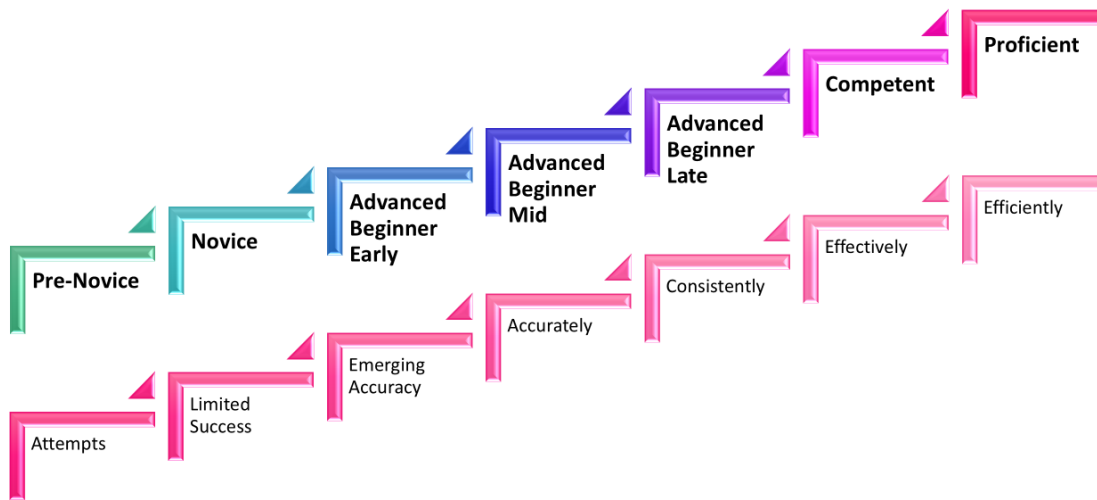


Figure 2. Reflection of competency milestones and clinical skill performance.

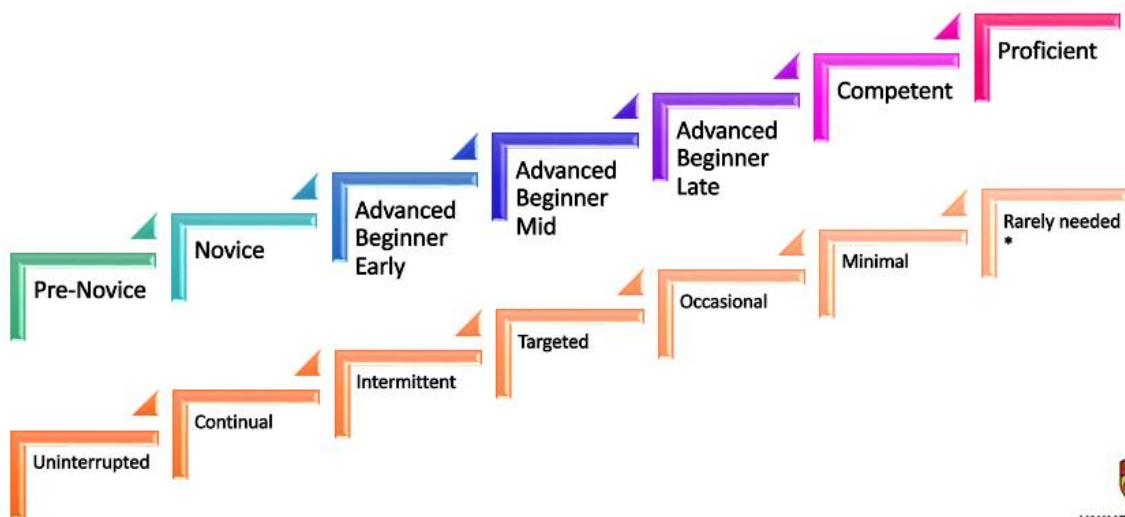


Figure 3. Reflection of the competency milestones and clinical performance. At the proficient and competent level, while very little to no supervision may be *needed*, the PRC is still required to supervise procedures per the level recommended by the AbVMA guidelines as the student is still in their Year IV program.



In 2026-2027, there are now explicit definitions of what each level of competency should be as well as a clear indicator of the pass/fail line for the rotation. These instructions are at the top of every ITER and are seen below:

The competencies in this ITER are assessed using a developmental framework that reflects progression in clinical reasoning, performance, and required supervision. Ratings should represent the learner's typical, consistent performance across the rotation, not isolated events. Assessors should select the level that best reflects overall functioning. Descriptors are intended to support holistic judgment rather than checklist scoring.						
UCVM Milestones for Final Year Rotations						
Pre-Novice <i>Remediation required</i>	Novice <i>Remediation required</i>	Adv Beginner Early <i>Minimum to pass</i>	Adv Beginner Mid	Adv Beginner Late	Competent <i>Goal</i>	Proficient
Identifies limited relevant information and inconsistently connects findings to appropriate next steps.	Recognizes fundamental clinical information and basic presentation patterns in routine cases.	Applies recognized clinical patterns and relevant findings to determine reasonable next steps in familiar situations.	Prioritizes relevant clinical information to focus on the most important issues and guide initial clinical decisions in common presentations.	Integrates key clinical findings to form a coherent clinical impression and outline a preliminary management approach for common presentations.	Effectively integrates multiple sources of information to manage typical clinical situations and consistently completes clinical tasks in a timely and organized manner, consistent with expectations of a day-one general practitioner.	Anticipates potential needs with consistent efficiency, integrating subtle or evolving clinical cues to navigate complex or changing situations beyond what is expected of a day-one general practitioner.
Attempts clinical tasks, but execution is incomplete or inconsistent.	Performs clinical tasks with limited success and variable accuracy.	Performs clinical tasks with emerging accuracy in routine situations.	Performs clinical tasks accurately in familiar situations.	Performs clinical tasks consistently across routine presentations.	Performs clinical tasks effectively , consistent with expectations of a day-one general practitioner.	Performs clinical tasks efficiently while anticipating next steps and adapting performance to evolving clinical demands.
Requires continual, uninterrupted support in all clinical situations.	Requires continual support in most clinical situations.	Requires intermittent support, especially for unfamiliar or complex presentations.	Requires targeted support, primarily for unusual or challenging presentations.	Requires occasional support, generally for refinement or rare presentations.	Requires minimal support, typically for confirmation rather than direction.	Performs with a high level of independence and autonomy (while remaining under required supervision).

Figure 4. A snapshot of the generalized descriptions found at the top of the general practice ITERs.

Section B of the ITER ranks the student's overall performance and provides areas for written feedback. An **"Advanced Beginner" score is required on the "Overall Performance" mark to pass the rotation.** Meaningful written feedback is a central component of this assessment and a minimum word count has been suggested. Section C of the ITER asks questions about the student's professionalism during the rotation. Students must pass every component within the professionalism portion of the ITER for every rotation to pass their VETM 581 course.

Sections A, B, and C of the ITER will be released to the student as well as monitored by course coordinators and faculty mentors assigned to each student to support longitudinal progress at the UCV. It is not possible to have a form in One45 that allows the collection of confidential information invisible to students. Therefore, there is a second form that must be submitted which provides an opportunity for feedback regarding the student/rotation that will be held from the student and only communicated to UCV faculty for confidential concerns or comments.



To understand how marks are used to help determine remediation needs, see Section 2i.

To see a screenshot of Section A of the ITER, see **Appendix 3**.

2) Field Notes

Field Notes are a brief observation of student performance while on clinical rotation. They are meant to provide immediate formative feedback to students. **It is the responsibility of the student to request field notes and to ensure that the required number and type of field notes are completed.** This may involve physical presentation of a personal digital device so the DVLC faculty evaluator can complete the Field Note survey following a particular event. These evaluations will NOT be generated in One45. They are available through a survey provided via Qualtrics.

The link for Field Notes is: https://survey.ucalgary.ca/jfe/form/SV_7WEi0AFdGWGHvgO
A link to the Field Note will be included in the email that is sent prior to each student rotation.

There are **nine distinct Field Note types** that students must complete during their Year IV rotations. Students are required to complete **one Field Note from eight of these types** while working with their **primary species** (i.e., the species associated with their GVP). Whenever possible, these Field Notes should be completed during the GVP rotation. In addition, students must complete **duplicate Field Notes for at least eight of the same types** with a **non-primary species**. Each student is also required to complete **one ambulatory Field Note** during a food animal or large animal ambulatory appointment. **In total, this results in a minimum requirement of 15 Field Notes per student for the academic year.**

The Field Note aims to identify observed strengths and specific areas for improvement. After confirming the student, practice, rotation, and selecting **the desired assessment category**, provide brief descriptive feedback. Include enough detail for the student to recognize the scenario, what went well, and what could improve—this may be as concise as one or two sentences each. Be specific so the student understands exactly what to continue and what to work on. Focus on the most important points, though additional detail can be included if needed. A Field Note should take only a few minutes to complete.

The Field Notes will be used alongside the mid-way and final ITERs to help chart professional development throughout the clinical year. This progress will be discussed directly with



students' faculty mentors during the Faculty Check-in and Performance Review Sessions. While both the Field Notes and mid-way ITER are formative, they are still mandatory, and although there is a minimum number of Field Notes that must be completed, it is **STRONGLY SUGGESTED** that students complete multiple field notes per rotation. A greater number of data points increases confidence in determining whether students are performing at the expected level of competence. If the course coordinators have sufficient concern that a student is not developing as expected, additional mandatory Field Notes may be assigned. Students will receive a copy of each Field Note that is submitted.

Mandatory Field Notes assess the following skills:

- Gathers a history, performs an examination, or creates a prioritized differential diagnosis list
- Development of a diagnostic plan and interpretation of the results
- Development and implementation of a management/treatment plan
- Recognizes a patient requiring urgent or emergent care and initiates evaluation and management
- Performed a common surgical procedure on a stable patient, including pre-operative and post-operative management
- **Performs an anesthesia and recovery of a stable patient including monitoring and support**
- Formulates recommendations for preventive healthcare
- Communication and interaction with a team member or client
- **Utilize information gathered from an ambulatory site visit to formulate relevant questions or make relevant recommendations**

An example of how a Field Note Evaluation may be completed will be posted as a Job Aid under the Handouts and Links section of One45 as well as in **Appendix 4. The entire rubric for Field Notes will also be posted on One45 in the Handouts and Links section.**

2i. Marking a Student for Remediation

Your authentic feedback and marking of students are appreciated. Student performance is monitored for potential remediation based on the criteria outlined below.



In VETM 581 and VETM 591, students are assessed across **ten competency categories**. In each category, performance is evaluated using the following scale:

- Pre-Novice (Below Standard)
- Novice (Rotation Entry)
- Advanced Beginner (Developing Competence)
- Competent (Day One Practice Ready)
- Proficient (Aspirational)

To pass a rotation in both 581 and 591, students must achieve a minimum final assessment of **Advanced Beginner** in each overall category. The following flagging and remediation systems are the same for both courses:

Remediation Categories & Actions

Yellow Flag - Self-Directed Remediation

Action Required:

- Review learning outcomes
- Review relevant Year 1-3 learning material
- Use remediation weeks to improve knowledge, skills, or professionalism

Triggered When:

- A student receives a Novice or below in any competency within one of the categories during a single rotation

Orange Flag - Faculty-Supported Remediation

Action Required:

- Review learning outcomes
- Meet with the VETM 581 or 591 course coordinator(s)
- Review relevant Year 1-3 learning material
- Work with a faculty member during remediation weeks to improve specific areas

Triggered When:

- A student receives a Novice or below in two or more categories during a single rotation
- A student receives a Novice or below in the same category across two different rotation



Red Flag - Rotation Repetition Required

Action Required:

- Review learning outcomes
- Meet with the Associate Dean, Curriculum (ADC) and course coordinator(s) to clarify expectations
- Repeat part or all of the rotation
 - i. Students may only repeat any entire rotation once. If a second red flag occurs due to academic concerns, the student is considered to have failed the course in which that rotation occurred.

Triggered When:

- A student misses more than 20% of a rotation (even if the absences are excused). In this case, part or all of the rotation must be reported
- A student receives a Novice or below as their final rotation evaluation

Professionalism Flags

Midway ITER Professionalism Fail

Action Required:

- Review Orientation and Expectations document for the rotation
- Meet with the course coordinator(s) to discuss expectations and academic consequences
- Complete the Focused Professionalism Module and pass the quiz

Triggered When:

- A student receives a “No” on any professionalism questions on the Midway ITER
 - E.g. student did NOT:
 - Fulfill all expected on-call duty requirements
 - Demonstrate punctuality
 - Remain at the practice for all assigned learning hours
 - Adhere to the clinic dress code

Final ITER Professionalism Fail

Action Required:



- Review Orientation and Expectations document for the rotation
- Meet with the course coordinator(s) to discuss expectations and academic consequences
- Complete the Focused Professionalism Module and pass the quiz
- Submit an 800-1000 word reflective essay on the specific professionalism failure to the course coordinator
- Dependent on the nature of the fail, the student may be asked to partake in a restorative meeting with the PRC, course coordinator, student experience representative, and DVLC representative

Triggered When:

- A student receives a “No” on any professionalism questions on the Final ITER
 - E.g. student did NOT:
 - Fulfill all expected on-call duty requirements
 - Demonstrate punctuality
 - Remain at the practice for all assigned learning hours
 - Adhere to the clinic dress code

2j. Underperforming Students

Open communication with UCVM is encouraged, and we appreciate being contacted when concerns arise regarding a student’s performance. As a representative of the clinics that will ultimately hire our graduates, we value your perspective on student performance and appreciate the opportunity to work together to ensure graduates are well prepared for practice. If a struggling student is identified, our goals are to identify the areas in need of remediation and provide the resources that will help the student see success in their future career. We also want to provide support to the clinic in helping achieve these goals. We do not expect the clinic to be responsible for correcting these deficits alone.

Communication Within the Practice

Concerns about a student’s performance raised by one clinician are often shared by others within the clinic. If there is a perception that a student is not meeting expectations, solicit input from other team members to ensure it reflects the student’s overall performance and is not unique to interactions with a particular team member. This also lends support to your concerns, as



sometimes a student will pass off provided feedback as only the opinion of one person when in fact others share the same viewpoint.

Communication with the University of Calgary

As in so many aspects of clinical practice, effective communication is critical. If a student is not meeting expectations on a rotation, we encourage the PRC to reach out to the DVLC Academic Liaison as early as possible. This does not need to be reserved for instances in which the student is at risk of failing the rotation; we ask PRCs to reach out even if the student will pass the rotation with an “Advanced Beginner” ranking, but there are concerns that the PRC feels need to be addressed. Even if no intervention is undertaken by UCVM, letting the DVLC Liaisons know of your feedback early on allows us to monitor the student’s progress through future rotations more closely and provide additional resources early in the student’s clinical year to have an effective impact. This also facilitates documentation of the apprehensions if the student disputes the clinic’s perspective. Specific examples illustrating your misgivings are appreciated as they provide concrete guidance on what competencies may need to be addressed for a student’s longitudinal growth.

Communication with the student

Students often report that less positive evaluations come as a surprise because feedback was not communicated earlier or they were not given an opportunity to address them. We encourage you to raise constructive critique early, ideally during the mid-way ITER or sooner, so students are aware of expectations and can work with you to improve.

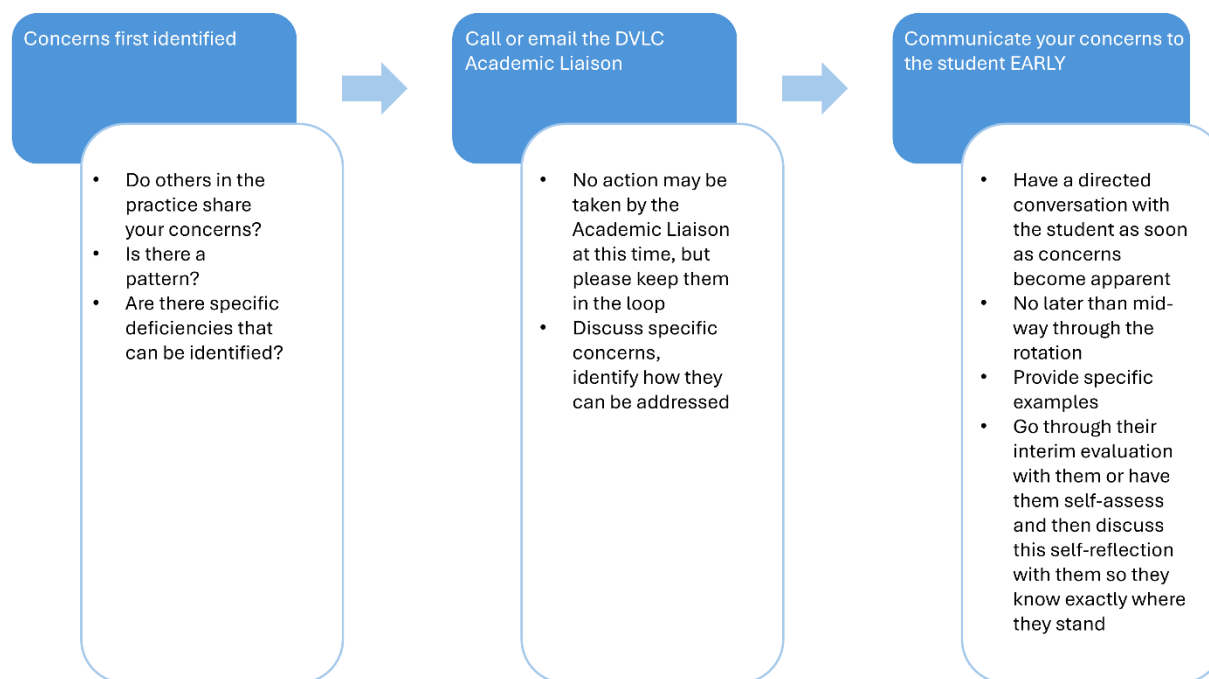
Whenever possible, discuss concerns in a private, confidential, and non-intimidating setting, and ensure feedback is specific, objective, focused, and unbiased. A common and effective approach is to ask the student to complete a self-evaluation in advance of the interim review, which encourages reflection and may highlight discrepancies between the student’s self-assessment and observed performance. This also provides an opportunity to explore contextual factors that may have influenced performance, such as unclear expectations or scope of responsibility.



If specific deficiencies are identified, consider notifying the DVLC Liaison to summarize the discussion, outline the plan moving forward, and identify any available supports or resources.

What can the UCVM do to help students who are under-performing on rotation?

We recognize that an underperforming student places an additional responsibility on our DVLC partners, and we wish to help however possible. For example, the UCVM may help with conversations with the student to clarify expectations on rotations, at the discretion of the PRC and clinic. If there are specific knowledge or clinical skills gaps identified, the UCVM can enlist faculty support to help remediate these deficits. If a PRC feels that a student was nonreceptive to their feedback and constructive remarks, faculty support can also follow-up with the student to ensure the clinic's feedback is received, understood, and made part of the student's longitudinal growth plan. We are confident that our DVLC partners are capable of having all of these conversations and offering specific support, but we also want you to know that you are not alone nor are you solely responsible for upgrading specific skills or knowledge bases.





3. Rotation Structure

The format of each rotation is at the discretion of the PRC to ensure it will work with the schedule and the flow of the practice. Typically the first few days of the rotation will involve watching appointments, learning the preferences of the clinic, and engaging in immediately supervised practice of both technical skills and basic communications such as history taking and medical records. As the PRC becomes more comfortable with the student, the PRC can use their discretion as to how the student should progress and what appointments and techniques are appropriate for the student to perform.

3a. Assignments, Case Presentations, Rounds, and Journal Clubs (Optional)

The UCVM does not require that a student complete an assignment or case presentation during their rotation. However, clinics are empowered to require an assignment or case presentation of a student during their rotation at their discretion. Some PRCs have found that completing an assignment or case presentation can help solidify the knowledge of the student, provide an understanding of related skills to veterinary practice (scheduling, budgeting, marketing), and, in some cases, provide a learning opportunity for clinic staff (such as a presentation on an emerging disease).

Likewise, formal rounds and journal clubs are not required for any DVLC rotation. However, if a PRC/clinic would like to require student participation in rounds or journal club, they have the full support of the UCVM. Rounds can be either formal (e.g., at the beginning of each workday when the staff reviews cases) or informal (taking time to sit with students and discuss a topic during flex time). The orientation meeting can be used to discuss PRC expectations regarding rounds and projects, as well as provide an opportunity for students to suggest effective learning strategies that have been successful for them in the past. Journal clubs are also encouraged, whether the student is to find and present an article, attend journal club, or be prepared to answer questions based on an article or book chapter.



3b. Reviewing Non-Clinical Topics

UCVM acknowledges that the non-clinical elements of veterinary practice are crucial to a successful veterinary career and business. The UCVM fully encourages clinicians to discuss with students all aspects of practice, including but not limited to contract negotiation, management hierarchy and decision-making, inventory and ordering, PIPs inspections, management of complaints, advertising and marketing, and scheduling. These topics can be reviewed in a non-structured manner (such as casual conversations), through practical applications (such as making social media posts, helping receive and stock orders), or in formal assignments.

3c. Unstructured Time

When unstructured time occurs during a rotation, as determined by the PRC, students are expected to use this time productively and have been instructed with multiple appropriate options for engagement in their professionalism module. These could include:

- Engaging in self-directed, problem-based learning in researching problems and questions arising from cases presented.
- Taking advantage of online discussion in Pathology Rounds
- Examining the costs of using different therapy options and how it relates to charges to the customer and profit generation for the practice
- Investigating cases similar to those seen on rotation to illustrate different outcomes or different therapy alternatives
- Preparing case presentations

4. Billing, Logistics, and Paperwork

4a. Compensation

Clinics are entitled to compensation of \$560/student/week for their services in educating UCVM students and to cover consumables used by the students while on rotation. It is very important that all clinics file an invoice made out to “University of Calgary” (NOT UCVM, DVLC, etc.) once the rotation is finished to receive compensation. If the clinic has not yet set up an



account with the Payroll Department of the university, it may take a significant amount of time for the university to establish the clinic as a vendor prior to e-transfer of payment for the first invoice (a few months). Send completed invoices to dvlc@ucalgary.ca

A Summary of the Process:

1. Clinic to issue invoice after students have completed their rotation weeks (best to issue this within 2 weeks after the completion of rotations)
2. On the invoice:
 - a. It should be billed to “**University of Calgary**”, DO NOT add UCVM, DVLC or any other department name in the first line.
 - b. It should include UNIQUE invoice date and number.
 - c. State the student names on the invoice so that we know which rotation we are paying for.
 - d. Rotation fee should be **\$560 per week per student**. This includes \$430 for professional services, and \$130 for consumables used in daily teaching activities, GST can be applied depending on the clinics’ practice.
 - e. If teaching allowance has been used, state the item as “UCVM Teaching Credit.”
3. Email all the invoices to dvlc@ucalgary.ca.
 - a. Do not send the invoice to other individuals as this will make tracking difficult and delay the processing.
 - b. Do not mail the invoice to our office as this will delay the payment processing significantly, especially when there is a chance of a Canada Post strike.
4. Payment will usually arrive within 30 days of the invoice date. If payment is not received, email dvlc@ucalgary.ca to enquire about the status.
5. If you wish to update your legal clinic name or bank account details, email us at dvlc@ucalgary.ca and our team will help to process the updates accordingly.
6. The University of Calgary reserves the right not to process invoices submitted more than 10 months after a rotation has taken place. This policy supports timely financial management and helps ensure the UCVM budget remains current and accurate. Clinics are responsible for submitting invoices in a timely manner.

The UCVM appreciates that some clinics are willing to teach our students without compensation. **If your clinic would prefer NOT to bill the UCVM, send an email to dvlc@ucalgary.ca and CC your DVLC Liaison.** Otherwise, for clinics looking for options for the use of clinic compensation funds, other clinics have used the funds to: compensate associates



and staff for increased time teaching the students, create a patient assistance fund, or create a continuing education fund for clinic staff.

4b. Student Funds

During Year IV of the DVM program, each student has a limited teaching allowance for their discretionary use (**\$2,000**). This fund supports activities that have teaching value and clearly enhance the learning experience. Money can be used to support activities/diagnostic procedures that have important teaching and clinical value, but which might not otherwise be performed.

The student has the discretion to spend this allowance as they see fit for their learning benefit. The allowance can be used for in-clinic activities to cover costs of in-house diagnostic tests, procedures or specific care. It may also be used for external testing sent to diagnostic laboratories (including the UCVM DSU) that provide services that would **otherwise not be done** but that would enhance the learning experience.

The funds cannot be used for payment of clinical or diagnostic services that have already been billed to a client or will be billed to a client, the purchase of equipment, or services rendered to animals owned by a student, a clinic staff member, or a family member.

Teaching fund expenses should be billed to the UCVM on an itemized invoice that details the date, the name of the student involved, the test or service provided, and some form of case identification (e.g., animal name or number). Invoices must be made out to "University of Calgary." The clinic/supervising clinician must submit the invoice. It is not necessary to bill for histology samples submitted to the UCVM Diagnostic Services Unit, as payment for these will be processed internally and assigned to the student's teaching account.

As of 2025, students may submit to the Diagnostic Services Unit a maximum of two (2) full body or field necropsies and two (2) surgical biopsies during their clinical year, including any ancillary testing required and recommended by the pathologists and vet professionals. For these submissions, the DSU submission form must indicate that they are charged to the student's 4th Year Account and paid for by UCVM. If students wish to submit additional samples to the DSU, these may be charged to their \$2,000 teaching funds. In these cases, the DSU submission form must indicate that the charges are to the Student Allowance. Students are responsible for



tracking their allowance and number of submissions, and testing may be denied if the limit is exceeded. The most up to date submission forms with current test offerings are located on the website <https://vet.ucalgary.ca/departments-units/dsu>.

The UCVM asks that if teaching allowance is used in specific cases, this support be acknowledged on the client's bill as a "UCVM Teaching Credit." Students cannot exceed their teaching allowance and are responsible for monitoring their balance.

4c. Safety, Insurance, WCB, and Reporting Incidents

Students are responsible for providing their own health insurance to cover any injury or illness sustained while the student is involved in activities that are not related to their duties on rotation.

The UCVM's Workers Compensation insurance covers the student if they are injured while they are performing duties related to a UCVM rotation. The Government of Alberta's Workers Compensation account covers students that are on rotation in other provinces.

Students must promptly report all accidents or injuries to 1) the PRC and/or GA 2) the healthcare provider, stating that this is a WCB claim 3) the UCVM via a DVLC Liaison or the DVLC email. The UCVM DVLC team member will then complete an incident report for each accident or injury. The DVLC team member may contact the PRC/GA to collect detailed information from the PRC/GA and/or others present at the time of the accident. The student will also complete an online report.

Any incidents severe enough to involve Workers Compensation will require the student to fill out the WCB form as soon as possible but not later than 24 hours of the incident via the UCVM; incidents are not reported under a clinic's WCB account.

Students registered in Year IV DVM program rotations are covered by the University of Calgary's general liability insurance.

Costs which the University of Calgary or its students might be legally obligated to pay as damages that arise from an incident taking place during a rotation that is related to the



furtherance of the student's training in their discipline include: bodily injury; personal injury; property damage to leased property; and, professional and medical malpractice liability.

Students will not be covered for liability in any of the following circumstances: fines and penalties imposed by government legislation; medical malpractice where the student was influenced by hypnotics, intoxicants or narcotics; use or operation of licensed automobiles and trailers; **property loss**; environmental impairment; and human rights complaints or proceedings.

Students must provide their own disability insurance.

Students are required to carry their own automobile liability insurance when using their personal vehicles for University of Calgary purposes.

It is the clinic's responsibility that vehicles used to transport students for rotation purposes are appropriately insured. For most insurance providers, this means that any vehicle used to transport a student in connection with the rotation—whether personally owned or company-owned—must carry a minimum of \$1 million in liability coverage. If you are uncertain whether your clinic's vehicle insurance meets these requirements for UCVL student transportation, Contact your insurance provider for confirmation.

Students are required to have their own dosimeter for all rotations where they anticipate participation in radiology. This is provided by the UCVL. Students have been educated on how to wear their type of dosimeter appropriately.

5. Student Expectations

5a. Student Housing Accommodations and Travel

Students receive a stipend that includes a base rate plus an additional amount based on kilometres travelled, which is intended to offset the expenses incurred on rotations. This includes a partial offset of accommodation costs when on rotations outside of Calgary.

Students are cautioned about travelling in adverse conditions. If they think they will be delayed or if it is unsafe to travel, they should immediately contact and update the PRC by phone call. If



inclement weather is anticipated on days intended for travel to a rotation, students are expected to plan and arrive early. If accommodation is available on-site and traveling home would prevent the student from returning, the student should change their plans to stay in the offered accommodation. **In these scenarios, the student will still be expected to be available virtually or via telephone to fulfill any required components of the rotation such as joint review of clinic feedback to the student and evaluations.**

Students should contact the PRC about available accommodation options no later than 4-6 weeks prior to their rotation.

Note that while on rotations that require on-call shifts, student accommodations must be geographically located such that the student can present themselves at the practice within 20 minutes of a call.

Other than travelling to their primary work location at the beginning/end of each day, students should not use their personal vehicles while on rotation. The UCVM understands that this can be frustrating for students who wish to use their own vehicles for efficiency in returning home/pursuing plans outside of their rotations. However, it should be stressed to students that when the student drives their vehicle for reasons not directly mandated by the rotation, they will not be covered by the university's policies under risk management and will not be covered by the university's WCB policy. This includes a student deciding to use their personal vehicle for personal use (e.g., driving to grab lunch at midday).

5b. Learning Hours and Attendance

Clinic Hours, On-Call, and Learning Hours Expectations

Students are learners on rotation, rather than traditional workers. The following guidelines are based on directives and recommendations from UCVM, the University of Calgary, the ABVMA, the AVMA Council on Education, and the American Association of Veterinary Medical Colleges.

Clinic Hours

Daytime learning hours on weekdays will vary depending on the rotation. At the beginning of each rotation, PRCs will review:



- Clinic hours and student schedule
- Expected lunch breaks
- After-hours and emergency responsibilities
- Weekend learning hours requirements
- Additional student-focused activities (e.g., spay clinics)

Rotation Learning Hour Limits

- Unless scheduled for evening or overnight on-call, students should not regularly exceed 11 hours per day (though occasional exceptions may occur).
- Total clinical and educational rotation learning hours should not exceed 60 hours per week, averaged over a four-week period.
- Both PRCs and students share responsibility for ensuring compliance with the 60-hour weekly limit.
- If students stay beyond scheduled hours to care for a patient or participate in an educational activity, these additional hours must be accounted for within the 60-hour weekly average.
- Students are expected to stay beyond scheduled hours as needed to ensure proper patient care, complete medical records, and facilitate appropriate case handover. These additional hours must be accounted for within the 60-hour weekly average.

On-Call Responsibilities

On-call refers to clinical duties beyond regular daytime hours, including treatments and on-call in the evening, overnight, and weekends. This is an essential part of DVM education, providing exposure to emergency cases and real-world veterinary responsibilities. **While on-call, students must participate in every case that they are called out to.** When on-call, students must be able to arrive at the clinic within 20 minutes of being called.

- On-call shifts must not exceed an average of 1:4 (e.g., maximum of 7 nights or weekend days in a 28-day rotation).
- No evening or overnight call is allowed the night before the NAVLE exam.
- Students must be excused the morning after overnight on-call once rounds are completed if they had less than 6 hours of downtime during overnight on-call.
- If students are scheduled for on-call during statutory holidays an alternative day(s) off will be assigned in lieu based on patient care and educational needs.
- Students cannot be scheduled for:



- On-call past 11:00 PM on the last Friday of a rotation before starting a new block.
- More than two weekends on-call in a four-week rotation.

Special Cases:

Shift-Based Rotations

For rotations requiring shift work, standard work hour policies and learning hour guidelines may not fully apply. In these cases, rotations must ensure:

- At least two 24-hour periods off within a two-week period.
- Shifts do not exceed 12 hours in duration.
- Forward shift transitions (e.g., moving from a day shift to an evening shift) may occur on consecutive days.
- Backward shift transitions (e.g., moving from an evening shift to a morning shift) must have at least 10 hours between shifts.
- Students are not scheduled for split shifts in a single day, except when time is blocked for academic sessions.

Pregnancy & On-Call

Students will not be required to perform overnight on-call duties beyond 27 weeks of gestation, unless an academic accommodation allows for an earlier exemption.

Learning Hour Compliance

At the end of each rotation, students and rotation PRCs will complete a survey that includes a question regarding any breaches of the learning hours guideline.

2026 Student Absence Policy:

- ***Students are expected to attend all days of any given rotation. Failure to attend all days without an excused absence from the Associate Dean, Curriculum, or their designate may result in failure of the rotation.***
- ***If a student must miss part of a rotation for personal or health reasons, they should inform the Practicum Rotation Coordinator (PRC) as soon as possible, preferably by phone or otherwise by email.***



- *The student must also submit an absence request form immediately. **The student may need to make up the missed portion of the rotation, either at the same location or at an approved equivalent rotation within the affected course. Remediation of rotations is at the sole discretion of the Associate Dean, Curriculum.***
- *If an absence (due to personal reasons or illness) constitutes 20% or more of a rotation, the student **must** make up the deficiency. Remediation is typically completed in an approved equivalent rotation within the affected course, but remains at the discretion of the Associate Dean, Curriculum.*
- NAVLE:
 - *Excused absences will be granted for the day of the NAVLE exam. If the student is located more than an hour away from the testing center, excused absences will also be granted for one day before and one day after the exam.*
 - *Once students receive their exam date, they must email the Associate Dean, Curriculum, or their designate at DVLC@ucalgary.ca, as well as the rotation PRC, to notify them of the absence.*

Student Responsibilities:

- Students are expected to attend every day of any given rotation
- Remediation can be required after ANY volume of missed days, at the discretion of the Associate Dean(s), Curriculum (ADC)
- Remediation is mandatory after an absence of 20% of a single rotation (4 days of a 4-week rotation, 2 days of a 2-week rotation)
- In all situations, students must notify their Practicum Rotation Coordinator (PRC) as soon as possible (preferably by phone, otherwise email) once they are aware they will be absent
- Students must submit an absence request form immediately upon becoming aware of the need for an absence

5c. Meals

Meals are the responsibility of the student. Students have been advised to bring a bag lunch as there may not be an opportunity to purchase a lunch. There is no prescribed lunch hour. PRCs should inform students when and where it is appropriate for them to eat lunch.



5d. Student Wellness

The transition from student-focused academic life to practice-focused clinical life can be a time of great challenge and growth for students. A PRC or clinician may notice signs of mental health struggles. These can include, but are not limited to, poor hygiene, lack of appetite, sudden mood changes, anger, violence, self-harm, or extreme negative self-talk. If there are concerns regarding a student, the PRC can provide an empathetic ear and support to their level of comfort. If there is a Mental Health First Aid trained member of staff, they can perform a safety check on the student. It is recommended to stay calm and listen to the student.

Members of the **DVLC should not perform assessments or provide counseling** - this should be left to trained mental health professionals. However, checking in with the student and encouraging them to access the support resources listed in this manual is strongly encouraged. A compassionate conversation can make a significant difference in their experience. A PRC or staff member can then offer to assist the student in contacting the Student Experience Team at the UCVM and copy the student in on the e-mail. This approach allows the Student Experience Team to provide triage, ongoing support, and monitoring to ensure the best outcome for the student.

If there is an immediate and emergent need for intervention due to risk to the safety of the student or staff, call 9-1-1 immediately.

See the “DVLC Resources” section (Section 6) for more information regarding mental health training.

5e. Student Support Resources

The UCVM is proud to have a diverse student body with a variety of backgrounds, experiences, and skills. The UCVM is committed to removing barriers that have been, and continue to be, encountered by equity-deserving groups, including women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ+. The UCVM is committed to creating a safe, diverse, and inclusive environment for all students, faculty, and staff to learn and grow.



- For **performance or rotation concerns**, refer to DVLC Liaisons (Drs. Butters, Dodd, Hall, or Morrissey) or the course coordinators (see end of Handbook for contacts). All emails are included in the contact sheet at the end of this document.
- For **financial concerns refer to the Student Experience team** (ucvmstud@ucalgary.ca)
- For **housing concerns refer to the DVLC office** (dvlc@ucalgary.ca)
- For **mental health and confidential non-academic concerns**, refer to the Student Experience Team (ucvmstud@ucalgary.ca)
- For **therapy**, UCVF has 2 dedicated therapists who offer flexible virtual hours, including evenings and weekends, for all UCVF students within Alberta. To book an appointment, refer the student to the Student Experience Team (ucvmstud@ucalgary.ca)

Urgent Mental Health Resources:

- Distress Centre: 403-266-HELP (4357); Free 24-hour crisis line.
- Suicide Crisis Helpline: 9-8-8; Free 24-hour crisis line.

Crisis mental health assessment and support are available at two of the Urgent Care Centers in Calgary:

- Sheldon M. Chumir Health Center (SMCHC), located in Beltline (1213 4th Street SW)
- South Calgary Health Center (SCHC), located in the far south near Shawnessy/Sundance (31 Sunpark Plaza SE).
- Both centers are open 7 days per week every day of the year, with SMCHC being open 24 hours per day and SCHC open from 8am to 10pm. Urgent Mental Health assistance is available at both sites from 8 am to 10pm every day. SCHC also provides walk-in, single session counselling at no fee with variable hours during the week.

Learners who have been affected by sexual violence:

Students can schedule a meeting with a Sexual Violence Support Advocate. This position specifically focuses on providing support to members of the campus community related to sexual violence, how to support survivors, resources, etc.

Email: svsa@ucalgary.ca Telephone: 403-220-2208

Grief and Loss Support

[Grief Support Program | Alberta Health Services](#) - call 403-955-8011 to access (Calgary)

[Grief & Bereavement Support | Alberta Health Services](#) - other zone info



Hopelink – Grief and loss support through UCalgary Recovery Community (below)

Substance Support

UCalgary Recovery Community (UCRC) is an inclusive (students, staff, and faculty), peer-driven space supporting addiction recovery, building community and reducing stigma on campus.

Call “811” 24-hour/7 days a week, select “Addiction and Mental Health” to speak with a mental health worker.

The following resources are available to students who may need extra assistance while navigating their clinical year.

UCVM WIDE Home Page

<https://vet.ucalgary.ca/about/wellness-inclusion-diversity-and-equity-wide/where-find-help>

Campus Mental Health Strategy

ucalgary.ca/mentalhealth

Faith and Spirituality Centre

ucalgary.ca/fsc

ii' taa'poh'to'p (Indigenous Strategy)

<https://www.ucalgary.ca/indigenous/about-ii-taapohtop/explore-strategy>

Writing Symbols Lodge

ucalgary.ca/student-services/writing-symbols/home

Office of Equity, Diversity and Inclusion

ucalgary.ca/equity-diversity-inclusion

The Q Centre

su.ucalgary.ca/programs-services/student-services/the-q-centre

Sexual Violence Support

<https://www.ucalgary.ca/sexual-violence-support/sexual-violence-support>

Student Accessibility Services

ucalgary.ca/access



Student Safe Place (OMBUDS)

ucalgary.ca/student-services/ombuds

SU Wellness Centre

ucalgary.ca/wellnesscentre

UCalgaryStrong

ucalgary.ca/ucalgarystrong

University Child Care Centre

ucalgary.ca/uccc/

Women's Resource Centre

ucalgary.ca/student-services/womens-centre

Support for Student Learning and Success

<https://www.ucalgary.ca/ssc/>

Distress Centre Calgary

<http://www.distresscentre.com/>

Learning and Resources in the Library

<http://library.ucalgary.ca>

Academic Integrity and Academic Misconduct

<https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

Non-Academic Misconduct Policy

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Non-Academic-Misconduct-Policy.pdf>

Freedom of Information and Protection of Privacy

<https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright

<http://library.ucalgary.ca/copyright>



5f. Resolution of Student Complaints/Concerns

Concerns from students about their experience on a rotation can reach the UCVF Faculty from a variety of routes: their Faculty Check-In touch-point meetings, contact with a DVLC Liaison, contact with a course coordinator, or direct contact with the Associate Deans Curriculum or Student Experience. The student may ask the contacted faculty member to remain anonymous, or may grant permission for their identifying details to be shared. **While anonymous feedback can create limitations when trying to resolve issues with our DVLC partners as it can prevent specificity,** the UCVF fully supports students in remaining anonymous. UCVF faculty will communicate to the student that more effective feedback and resolution can be accomplished when the specific details of the scenario are obtained from a first-hand account.

The approved longitudinal faculty mentor who has been contacted will then arrange a meeting with the course coordinators, DVLC Liaisons, and Associate Deans as necessary. The appropriate parties (ADs, course coordinators, Liaisons, mentor) will discuss the issue and ensure that all necessary information is gathered, and all sides of the conflict are heard. If deemed necessary, the Liaison will meet with the PRC to discuss the issue and attempt to resolve with educational resources and support.

6. Resources Available to DVLC Clinics and PRCs

6a. Access to Specialist Consultations

The specialists at the UCVF are available to provide scheduled consultations with enough notice. It is recommended to contact the specialist directly to coordinate client/patient meetings, potential billing, and any equipment loans that are needed.

Reach out to your DVLC Liaison to see if there is a specialist available for consult that may suit your needs. It may be that consultation with a specialist will require referral to another hospital location. Specialists may work either full time at the University of Calgary or may work part-time with the UCVF and part-time in private practice.



If you have further questions or would like to speak to a specialist you do not see on the list, contact your DVLC Liaison for assistance.

6b. Access to the University of Calgary Library

To aid in the education of students, PRCs and GAs are provided access to the University of Calgary Library's online database to retrieve journal articles and publications that will assist in case discussion, journal clubs, and other instructional activities.

The following steps are required for library access. To access the library, you will be issued a UCVM email account. This account is required for library access but does not need to be monitored. **DO NOT** set up a UCVM alumni email- it will not let you access the library.

- 1) You will first need to set up your IT account. To set up the account, you will need your UCID, last name, and DOB. This will generate an IT username and password for you:

<https://itregport.ucalgary.ca/>

- 2) Once you are set up and have **waited 24-48** hours the library link is:

- <https://library.ucalgary.ca/>
- Click on the red "My Account" button on the top right
- Then click on the red "Sign In" button
- Select "Students, Faculty, Staff, General Associates UCalgary IT Account"



- Enter your UCVM credential username and password
- Then click on "New Search" in the top left



6c. DVLC Educational Opportunities and UCVM Updates

Updates from UCVM, including information about opportunities for DVLC partners and changes to the DVLC program, are shared through individual liaison communications and the monthly DVLC newsletter. **Upon acceptance into the DVLC program, all practices must provide a contact email address. By providing this email address to the DVLC office, the practice and PRC consent to being subscribed to the monthly newsletter.**

Depending on the year, **the UCVM will offer a variety of continuing education events such as Educators' Workshops, Continuing Education Days, webinars, Communication Days, or potential networking/educational opportunities at CanWest.** DVLC practitioners are encouraged to monitor their emails, the UCVM DVLC newsletter, and contact their DVLC Liaison to learn more.

6d. Access to the Office of Equity, Diversity, and Inclusion

The Faculty of Veterinary Medicine shares the University of Calgary's commitment to an equitable, diverse, and inclusive campus that is accessible to all and free from harassment, bullying, and discrimination. We are committed to removing barriers that have been, and continue to be, encountered by equity-deserving groups, including women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ+.

Here are some resources that you might find helpful:

Literacy and Education

<https://www.ucalgary.ca/equity-diversity-inclusion/literacy-education>

University of Alberta's "Indigenous Canada" Online Course

<https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html>

Office of Equity, Diversity and Inclusion

ucalgary.ca/equity-diversity-inclusion



The Q Centre

su.ucalgary.ca/programs-services/student-services/the-q-centre

UCalgaryStrong

ucalgary.ca/ucalgarystrong

6e. Mental Health Continuing Education

Mental health and resiliency are critical in the veterinary medical industry, impacting all personnel including administration, technicians, doctors, and students. The UCVM provides various resources to support the well-being of DVLC members.

Available Mental Health Training Programs through UCalgary

We welcome all DVLC members to receive training to learn life-saving skills and contribute to a caring, supportive veterinary community. Watch for some of the following opportunities in upcoming DVLC newsletters:

- Series of Mental Wellness and Responding to Students in Distress Podcasts provided by our Student Experience Team
- Specialized continuing education seminars directly for your team by our manager of Student Experience

How to Arrange a UCalgary Training Session For Your Clinic

Clinics interested in hosting any of the available training sessions can email their DVLC Liaison with the following details:

- Clinic name and location
- Roles of staff who interact with students (e.g., Practicum Rotation Coordinator, Practice Manager)
- Previous mental health first aid training among staff (if any)
- Examples of past student mental health concerns (if any)
- Preferred dates and times (advance notice of weeks to months is required)
- Preference for in-person or virtual training



- Minimum of 10 participants required for a session to be scheduled – consider combining with nearby clinics

Mental Health Training through the ABVMA

Occasionally, the DVLC will also have funding for interested DVLC team members to pursue continuing education in mental health first aid courses provided by the ABVMA. If you or a member of staff would be interested in attending such a course, contact your DVLC Liaison.

7. Contacts at the University of Calgary

Course Coordinators	Email and Phone Numbers
VETM 581 Co-Course Coordinator Dr. Betty-Jo Bradley Assistant Professor, Teaching	bettyjo.bradley@ucalgary.ca
VETM 581 Co-Course Coordinator Dr. Marina McConkey Associate Professor, Teaching Assistant Dean of Curriculum	Marina.mcconkey@ucalgary.ca
VETM 591 Co-Course Coordinator Dr. Jacob Thundathil Professor	ithundat@ucalgary.ca 403-220-8244
VETM 591 Co-Course Coordinator Dr. Katie Waine Assistant Professor, Teaching	katie.waine@ucalgary.ca



DVLC Liaisons	Email and Phone Numbers
Dr. Alyssa Butters Assistant Professor, Teaching	alyssa.butters@ucalgary.ca 403-803-5667
Dr. Jennifer Dodd Assistant Professor, Teaching	jennifer.dodd@ucalgary.ca
Dr. Laureen Hall Assistant Professor, Teaching	laureen.hall@ucalgary.ca
Dr. Jennifer Morrissey Assistant Professor, Teaching	jennifer.morrissey@ucalgary.ca 403-615-0878

DVM Program Office	Email and Phone Numbers
Manager, Community Partnerships and Clinical Affairs Madeline Kapiczowski	Dvlc@ucalgary.ca Madeline.kapiczowski@ucalgary.ca
Quality Lead, DVLC Operations Tinille McKenzie-Wyatt	Dvlc@ucalgary.ca Tinille.mckenziwyatt@ucalgary.ca
Administrative Assistant, Clinical Education (Year IV Courses) Natasha Reed	Dvlc@ucalgary.ca Nreed@ucalgary.ca
Analyst DVM Program Office (One45) Tracy Wong	Dvlc@ucalgary.ca Tracy.wong2@ucalgary.ca
Student Experience Team	Email and Phone Numbers
Student Experience Team	Ucvmstud@ucalgary.ca

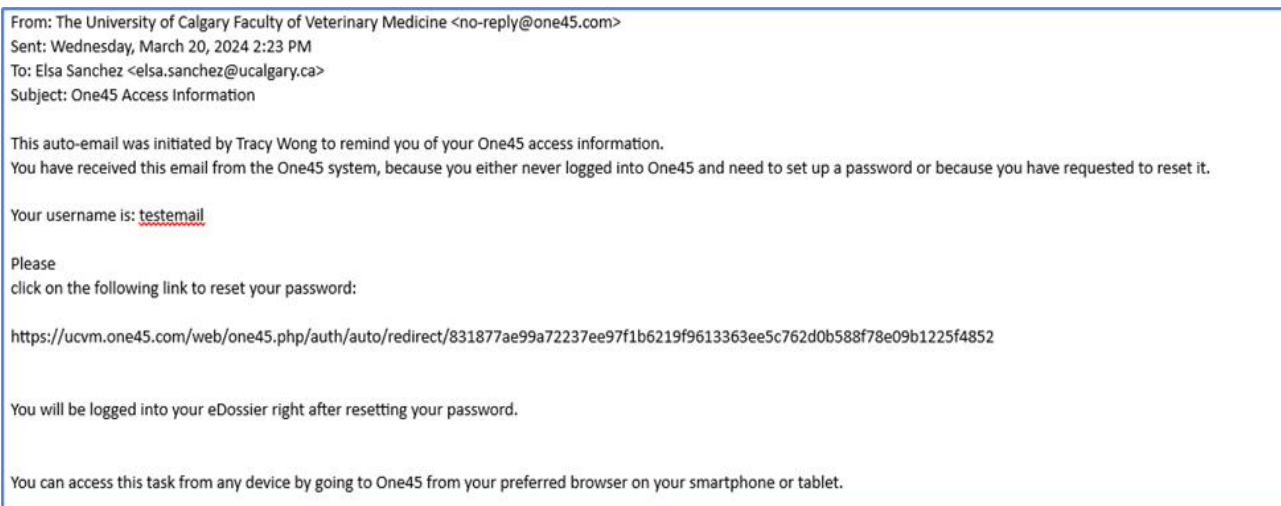


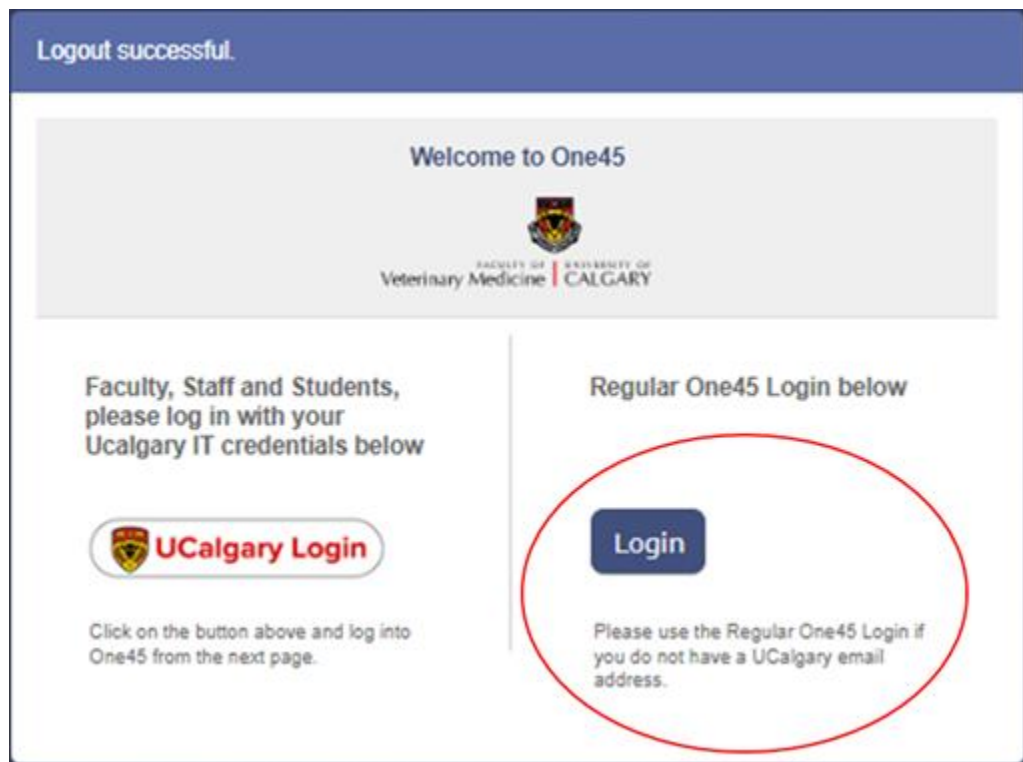
Appendix 1. Using One45

One45 is our coordinating software that will allow you to access resources, submit evaluations, and receive automated correspondence (including student rotation updates and evaluations for completion) from the UCMV.

Appendix 1a. To Sign In to One45

If you are a first-time user, you will need to setup a password. An email will be sent from One45 with instructions to login. It will provide your username and a link to setup your password.





Appendix 1b. To View Your Scheduled Rotations

- Log into One45
- Once you're logged into your one45 account, locate the "My eDossier" button by the top left side on your one45 window.
 - A. Click on the "**My eDossier**" button to reveal a panel to the right.
 - B. On the revealed panel, click on the small arrow beside "- **Choose eDossier to View**" to reveal a drop-down list of your rotation(s).
 - C. Select the rotation you would like to view by clicking on it.



ONE45
BY ACUTY INSIGHTS

Rolodexes Schedules Sendouts Reports Forms Setup Wong, Tracy

My eDossier A

Yr IV B

2023/24

Rolodexes

- Students
- Supervisors
- Admins
- Rotations
- Sites

ROTATIONS

- Yr IV - 01 SMALL ANIMAL ELECTIVE - GEN PRACTICE - ALBERTA ANIMAL RESCUE CREW SOCIETY - FACULTY LED
- Yr IV - 10 ZOO MEDICINE AND SURGERY ELECTIVE - CALGARY ZOO - FACULTY LED C
- Yr IV - 11 SMALL ANIMAL ELECTIVE - ER - GUARDIAN VETERINARY CENTRE

Handouts & Links

EVALUATIONS

Evaluations

SCHEDULES

My Calendar

Curriculum Calendar

Programs

My To Dos: 0

- Select “**Rotation Info**” to see general details about your rotation including the Clinic Full Name, Abbreviation, PRC and PRC Email. (You may need to scroll down).

[Rotation Info](#)



Yr IV - 10 ZOO MEDICINE A...

10 ZOO MED & SURG
ELEC - CALG ZOO - FL

Rotation

[Rotation Info](#)
[Log Exports](#)
[Handouts & Links](#)

SCHEDULES
[Schedules](#)
[Print Views](#)

EVALUATIONS
[Workflow](#)
[By Target](#)

'10 ZOO MEDICINE AND SURGERY ELECTIVE - CALGARY ZOO - FACULTY

Name
10 ZOO MEDICINE AND SURGERY ELECTIVE - CALGARY ZOO - FACULTY LED

Abbreviation
10 ZOO MED & SURG ELEC - CALG ZOO - FL

Site

Service

Course code
VETM 591

Tag
Elective

Can pick
Yes

Rotation Number
10

Clinic name
ZOO

Rotation Specialty e.g.DENT, GEN PRAC, EMERG, SURG, ZOO MED, SHELTER, THERIO, EXOTICS, AMB, DAIRY
ZOO MED & SURG

- How to See Rotations Schedule and Student Name
 - On the left panel, select **"Schedules"**.
 - Ensure that you are looking at the correct year **"2024/25"** from the top dropdown list.
 - Scroll to the left to view your student names and their rotation dates.



Yr IV - 10 ZOO MEDICINE A...

10 ZOO MED & SURG ELEC - CALG ZOO - FL

Rotation

Rotation Info

Log Exports

Handouts & Links

SCHEDULES

[Schedules](#)

[Print Views](#)

EVALUATIONS

2024/25

2005/06

2006/07

2007/08

2008/09

2009/10

2010/11

2011/12

2012/13

2013/14

2014/15

2015/16

2016/17

2017/18

2018/19

2019/20

2020/21

2021/22

2022/23

2023/24

2024/25

10 ZOO MED & SURG ELEC - CALG ZOO - FL Schedules

13	20	27	Jun 3	10	17	24	Jul 1	8	15
1a	1b	1c	1d	1e	1f	2a	2b	2c	2d
		Testing, A	Testing, A	Testing, A	Testing, A	Sample, Ju	Sample, Ju		
						Browning, J	Browning, J		

- To see the entire name of the student, hover on top of the name.

Yr IV - 10 ZOO MEDICINE A...

10 ZOO MED & SURG ELEC - CALG ZOO - FL

Rotation

Rotation Info

Log Exports

Handouts & Links

SCHEDULES

[Schedules](#)

[Print Views](#)

2024/25

Weekly

May 6	13	20	27	Jun 3	10	17	24	Jul 1	8
Prof Well	1a	1b	1c	1d	1e	1f	2a	2b	2c
			Testing, A	Testing, A	Testing, A	Testing, A	Sample, Ju	Sample, Ju	
				Testing, Amy			Browning, J	Browning, J	

- How to See Rotations Schedule and Student Name in Print View
 - On the left panel, select **"Print Views"**.



Yr IV - 10 ZOO MEDICINE A...

10 ZOO MED & SURG
ELEC - CALG ZOO - FL

Rotation

Rotation Info

Log Exports

Handouts & Links

SCHEDULES

Schedules

Print Views

EVALUATIONS

Workflow

By Target

include entire year 2024/25

Student Photos

(May 27 2024 - Jun 2 2024)

Testing, Amy
2025
Amy.Testing@ucalgary.ca

(Jun 3 2024 - Jun 9 2024)

Testing, Amy
2025
Amy.Testing@ucalgary.ca

(Jun 10 2024 - Jun 16 2024)

Testing, Amy
2025
Amy.Testing@ucalgary.ca

(Jun 17 2024 - Jun 23 2024)

Testing, Amy
2025
Amy.Testing@ucalgary.ca

(Jun 24 2024 - Jun 30 2024)

Sample, Julie
2025
Sample.Julie@ucalgary.ca

Browning, John
2025
BrowningJohn@ucalgary.ca

Appendix 1c. To Complete Student Evaluations

- Log into the One45 system.
- Once logged in, click “**To Dos**” to get to the Evaluation Forms. Then click on the **student** for whom you want to complete the evaluation.



- Choose eDossier to View -

Tracy Wong
Supervisor

To Dos 4

Personal Info

Contact List

Handouts & Links

EVALUATIONS

Evaluations

SCHEDULES

My Calendar

Programs

Vacation/Leave

Tracy's To Dos: 4

Forms to complete (4)

Please fill in the forms you see here

Target	Activity
Brown, Mary (2025)	82 RURAL COMMUNITY HIGHVIEW ANIMAL CLI
Smith, John (2025)	82 RURAL COMMUNITY HIGHVIEW ANIMAL CLI

The University of Calgary Faculty of Veterinary Medicine
Yr IV

Evaluated By: Wong, Tracy (Supervisor)

Evaluating : Brown, Mary - Student 2025

Rotation : 82 RURAL COMMUNITY PRACTICE MANDATORY EXTERNSHIP - HIGHV

Dates : May 13, 2024 - Jun 23, 2024

* indicates a mandatory response

Entrustable professional activities (EPAs) are:
-Based on your observations
-A measure of the "student's ability to perform the activity" and how much "you trust the student to perform"
-An integration of several competencies for each activity

We require specific examples or comments as supporting evidence - please provide. If n/a then respond sam

Trust Levels
Don't trust to perform on own: Supervisor performs and student watches
Trust but needs lots of support: Supervisor is ready to provide direct proactive supervision
Trust but needs some support: Supervisor is ready to provide direct reactive supervision
Trust to perform alone: Minimal supervision, could trust to do on own if already graduated

	n/a
*Gather and report accurate information about animal(s)	☐

- Once you have completed the form, select **"Submit"** on the bottom of the form.



Did you have an opportunity to meet with this student to discuss their performance?

☐ No

☐ Yes

Did the student express any concerns regarding their evaluation?

☐ No

☐ Yes

SUBMIT	SAVE AND CLOSE	CANCEL
Commit responses and remove form from your inbox.	Save current responses and keep form available in your inbox for revision.	Discard any changes to responses and keep form available in inbox for completion.

Or you can select **“Save and Close”** and the form will remain in your **“To-Do”** list.

- Repeat step 3 and 4 for the next student.
- Note: If you wish to make any amendments after the submission, send an email to dvlc@ucalgary.ca, and the form can be reopened.

Appendix 1d. To Access Files and Resources:

One45 has many documents already loaded for you to review and reference as needed. These include copies of the evaluation forms, the orientation checklist, a list of competencies, contact information, clinical interaction assessments and much more. To access:

- Go to the blue toolbar on the left of the screen
- Select “Handouts and Links”
- Select “Yr IV Program Objects”

See **Appendix 2** for a detailed list of all available documents.



ONE45
BY ACUITY INSIGHTS

To Dos

Personal Info

Contact List

Handouts & Links

EVALUATIONS

Evaluations

SCHEDULES

My Calendar

Programs

Vacation/Leave

Handouts & Links

Yr IV

program objects (19)

Yr IV

rotation objects (55)



Appendix 2. YR IV Program Objects in One45

To access the Program Objects, log into One45. Then click “eDossier” --> “Handouts and Links”
--> “Yr IV Program Objects”

Name of Document	Description of Document
Administrative Contact Information	• List of contacts for DVLC Liaisons, Course Coordinators, Student Experience Office
DVLC Guidelines and Policies	• This document in printable PDF form
Field Note Link	• A url that connects to the Field Note Qualtrics survey
How to Complete a Field Note	• A video tutorial led by one of the course coordinators on how to successfully complete a Field Note using Qualtrics
In-Training Evaluation (Feedback to UCVM)	• A copy of the new ITER that goes directly to UCVM faculty and is not shared with the student
In-Training Evaluation Report (ITER)	• Revised for 2025/2026 Rotations • Ranks students based on proficiency gained throughout the year • Standard evaluation for Year IV students • Can be used for both interim and final evaluations • Needs to be filled out, reviewed with student, and submitted by the Friday of that week
Isolation Facilities Protocol	• A UCVM reference document with recommended biosecurity protocols for potential zoonotic or infections disease • Can be printed and posted outside areas where biosecurity measures need to be implemented
Learning Hour Guidelines	• New as of 2025/2026 clinical year • Reviews maximum day/work hours • Reviews after hours work • Reviews absences
Library Information- UCVM	• A step-by-step reference guide into logging in and



	using the UCVM online library system • Contains information regarding e-journals, online databases, e-books, and interlibrary loan • Contains contact information for the library Liaison
Orientation and Expectations Guidelines	• Reference document for PRCs on organizing the student orientation when beginning a new rotation • Reviews components of orientation • Contains questions to stimulate discussion with student regarding individual practice
Radiation Safety Protocol	• UCVM reference document reviewing radiation safety and guidelines • Can be printed and posted in a radiology suite to inform all staff, students, and visitors of required protocol
Rotation Evaluation	• An example of the evaluation students complete at the end of each rotation experience
Student Learning Agreement	• Signed by all students prior to rotations • Reviews expectations of students
Student Orientation Checklist - Replace	• Printable checklist for the student and PRC to complete together during initial orientation • Student and PRC should keep a completed copy • PRC may wish to keep a copy for their records
UCVM GVP Milestones	• Document to provide clarity on grading rubric for GVP rotations • Provides background, criteria for evaluation, and descriptions of various competency levels
VPA	• Signed by all clinics prior to joining DVLC



Appendix 3. Example of ITER Assessment

The competencies in this ITER are assessed using a developmental framework describing progression in clinical reasoning, performance, and independence. Each level reflects typical, consistent performance over the rotation rather than isolated events.
Assessors should select the level that best represents the learner's overall functioning.
Global descriptors are intended to support holistic judgment rather than checklist scoring.

UCVM Milestones for Final Year Rotations						
Pre-Novice	Novice	Adv Beginner Early	Adv Beginner Mid	Adv Beginner Late	Competent	Proficient
<u>Remediation required</u>	<u>Remediation required</u>	<u>Minimal to pass</u>			<u>Goal</u>	
Identifies limited relevant information and inconsistently connects findings to appropriate next steps.	Recognizes fundamental clinical information and basic presentation patterns in routine cases.	Applies recognized clinical patterns and relevant findings to determine reasonable next steps in familiar situations.	Prioritizes relevant clinical information to focus on the most important issues and guide initial clinical decisions in common presentations.	Integrates key clinical findings to form a coherent clinical impression and outline a preliminary management approach for common presentations.	Effectively integrates multiple sources of information to manage typical clinical practice and consistently completes clinical tasks in a timely and organized manner, consistent with expectations of a day-one general practitioner.	Anticipates potential needs with consistent efficiency, integrating subtle or evolving clinical cues to navigate complex or changing situations beyond what is expected of a day-one general practitioner.
Attempts clinical tasks, but execution is incomplete or inconsistent.	Performs clinical tasks with limited success and variable accuracy.	Performs clinical tasks with emerging accuracy in routine situations.	Performs clinical tasks accurately in familiar situations.	Performs clinical tasks consistently across routine presentations.	Performs clinical tasks effectively , consistent with expectations of a day-one general practitioner.	Performs clinical tasks efficiently while anticipating next steps and adapting performance to evolving clinical demands.
Requires continual, uninterrupted support in all clinical situations.	Requires continual support in most clinical situations.	Requires intermittent support, especially for unfamiliar or complex presentations.	Requires targeted support, primarily for unusual or challenging presentations.	Requires occasional support, generally for refinement or rare presentations.	Requires minimal support, typically for confirmation rather than direction.	Performs with a high level of independence and autonomy (while remaining under required supervision).

Part A: Evaluation of Specific Competencies

1. Demonstrates the skills to acquire and record pertinent information from clients and colleagues about animals to facilitate appropriate care.						
Pre-Novice	Novice	Adv Beginner Early	Adv Beginner Mid	Adv Beginner Late	Competent	Proficient
Identifies limited relevant information and struggles to ask appropriate questions.	Recognizes fundamental information needs and asks basic but sometimes unfocused questions.	Applies emerging understanding of common presentations to ask more detailed, relevant questions.	Prioritizes relevant clinical information and asks well-structured, case-appropriate questions.	Integrates key findings to form a coherent impression and adapts questioning by case type (wellness, acute, chronic).	Effectively integrates multiple information sources and asks targeted, refining follow-up questions.	Anticipates information needs based on subtle or evolving cues and adapts questioning fluently, even in complex interactions.
Collects incomplete or inconsistent information; documentation is often inaccurate.	Records information accurately but with limited detail or structure.	Records information that is generally comprehensive, accurate, and well-organized.	Consistently records detailed, accurate, and well-organized information.	Produces complete, accurate, and consistently organized medical records.	Produces clear, organized, and clinically actionable medical records consistent with expectations of a day-one general practitioner.	Creates efficient, accurate, and immediately actionable documentation for the veterinary team.
Does not recognize when additional information is needed.	Realizes more information is <u>required</u> , but cannot independently structure follow-ups.	Begins to distinguish key information from background details.	Focuses on the most important issues to guide early clinical decisions.	Synthesizes information effectively to support preliminary management approaches.	Filters, prioritizes, and synthesizes information to support diagnostic and treatment planning.	Demonstrates advanced reasoning in selecting, prioritizing, and interpreting key information.



Appendix 4. Example of Field Note

Link: https://survey.ucalgary.ca/jfe/form/SV_41MIR4MeTqPAV02

Example:

Selected: Performs a common surgical procedure on a stable patient, including pre-operative and post-operative management

Provide enough detail for the student to recognize the evaluated scenario: Mature dog spay, Rosy Newfoundland

What went well: Identified ovaries quickly, good confidence breaking suspensory ligaments, excellent ligatures

What could be improved: Inefficient when suturing - long tails and wasted suture. Difficulty burying knots. Have a plan for post-operative pain management.

Selected: I had to prompt them (the student could perform the task but required occasional prompts)



Appendix 5. Core Rules for Supervising Veterinarians

- Day-to-day supervision must be provided by a PRC or GA registered with the UCVM
- Individual tasks can be monitored by appropriate personnel: i.e., a technician may monitor technician tasks, but not veterinarian-level tasks.
- The level of supervision depends on the task being performed. This can vary from indirect (supervisor available via phone), direct (in the building), or immediate (in the room, with the student, observing) supervision. All surgical procedures must have immediate supervision. Review the ABVMA guidelines.
- The student is practicing under the license of the supervising veterinarian. The supervising veterinarian must decide their level of comfort with the student performing certain procedures or client communications.
- All vehicles carrying the student must be insured to do so.
- Students have an expected maximum shift of 11 hours with a maximum 60 hour week
- Only PRCs can submit ITERs; all supervisors may fill out Field Notes
- Contact a Liaison if there are questions