



THE CARIBBEAN ACCREDITATION AUTHORITY FOR EDUCATION IN MEDICINE AND OTHER HEALTH PROFESSIONS

Students' Role in the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions

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INTRODUCTION TO ACCREDITATION

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

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

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

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

HISTORY AND ORGANISATION OF THE CAAM-HP

The Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP) was established in 2004 to ensure that medical and other degree granting health professional schools in participating countries are recognised to be of high standard at national, regional and international levels. Recognising the importance of affiliations, linkages and connections with other accrediting bodies in ensuring international recognition, CAAM-HP has followed closely the standards used in the United Kingdom and North America with adaptations to the regional environment. More recently, revisions were made to the standards for medical programmes.

Membership of the CAAM-HP comprises medical, and other health professions educators, administrators, and practitioners, students, and representatives of the public. Student members nominated by participating institutions are full members of the CAAM-HP.

Administration of the CAAM-HP is provided by a secretariat based at 53 Lady Musgrave Road Kingston 10, JAMAICA.

The CAAM-HP meets at least once a year.

THE ACCREDITATION PROCESS

The CAAM-HP is recognised by the Contracting Parties to the Agreement establishing the Authority for accreditation of degree programmes in undergraduate medical and other health professions education. By establishing international standards of quality the CAAM-HP seeks to have the programmes it accredits recognised for entry into graduate medical, dental, veterinary, nursing or other health professions education programmes internationally.

Accreditation is awarded or renewed when a school's or university's education programme meets CAAM-HP standards. After reviewing a school's education programme, the CAAM-HP will take one of several actions as outlined in Appendix A of the document *'Procedures of the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions'*.

OPPORTUNITIES FOR STUDENT INPUT IN THE ACCREDITATION PROCESS

Students should participate in the institutional self-study during the year before the school's site visit. In addition, students carry out an independent student analysis and prepare a summary document that will be reviewed by the survey team. Finally, students participate in meetings with the survey team during the site visit itself.

STEPS IN THE ACCREDITATION PROCESS

Timetable

A likely generic timetable of activities associated with a CAAM-HP survey visit is outlined in the document *'Guide to the Institutional Self Study for Programmes of Education in Medicine.'*

The Education Database

The database catalogues information from schools that will help determine whether accreditation standards are being met. The database is divided into sections that correspond to the chapters in the documents on the Standards for the Accreditation of Medical, and other individual health professions programmes: 'Institutional Setting', 'The Students', 'Educational Programmes', 'Faculty' and 'Educational Resources' where applicable. The database is completed by administrators and faculty members.

Institutional Self-Study

In preparation for the survey visit, the dean appoints a self-study task force and committees corresponding to the chapters in the appropriate Standards for the Accreditation of Schools noted above. These committees may include administrators, department heads, faculty, students,

residents, alumni, and sometimes members of the public. Using the completed education database and the appropriate guide to the Institutional Self-Study for Programmes of Education in Medical and other health professions programmes, the institutional committees prepare a written analysis of each section, identifying the strengths and weaknesses in compliance with accreditation standards. A summary of the self-study findings, including strengths, perceived areas of non-compliance with accreditation standards/challenges, and recommendations for the future, is prepared.

Independent Student Analysis

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

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

The Survey Visit

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

During the survey visit, the team meets with the dean, members of the dean's administrative staff, department chairs, representatives from affiliated clinical teaching sites, faculty members, and students. Meetings with student body representatives generally take place at informal luncheon sessions to discuss student issues and perspectives. Student representatives should include student leadership and one or more of the students responsible for preparation of the student analysis should be included during the sessions.

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

Report Development and Review

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

The CAAM-HP only makes public the accreditation status of a programme. The survey report and all relevant data and pre-survey materials are held confidential. Barring an appeal that must be submitted within seven (7) days of notification of the adverse decision, the decision of the CAAM-HP is final.

The accreditation status of participating programmes is published annually on the CAAM-HP website and can be viewed at <http://www.caam-hp.org/assessedprogrammes.html>. Further

information on CAAM-HP surveys and the preparation and handling of survey team reports can be found in *'Procedures of the CAAM-HP'* and *'Guide for Writing a Report on a Visit by a Survey Team'*.

CAAM-HP INFORMATION RESOURCES

In addition to the above noted published information about the accreditation status of medical and health professions programmes in the CARICOM countries, a listing of schools scheduled for site visits in the current year, can be obtained from the CAAM-HP Secretariat.

The accreditation standards and procedures used by the CAAM-HP along with documents containing information and guidance to schools and survey teams can be downloaded from the CAAM-HP website at <http://www.caam-hp.org/>

A full listing of these available documents is provided in Appendix G.

STUDENT PARTICIPATION IN THE ACCREDITATION PROCESS

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

Dean's Alert to Students

The dean should alert the student body about the upcoming accreditation survey at the time the schedule for the visit is first set by the CAAM-HP. Students representatives should meet with the dean at the beginning of the process to discuss their involvement in data collection and participation in the survey visit. If required the CAAM-HP will arrange orientation sessions for the school on request.

Appointment of Students to the Self-Study Task Force and Committees

Students are included on the self-study task force and its committees. Each school organises the self-study according to its particular structure and needs, and the specific role of students will depend on the school and its self-study committee organisation. The most common committees to include students are: 'Educational Programmes', 'the Students', and 'Educational Resources' (General Facilities, Clinical Teaching Facilities, Information Resources and Library Services).

Independent Student Analysis

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

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

The organisers of the student review should familiarise themselves with the appropriate document on 'Standards for the Accreditation of Medical or other health professions programmes in the Caribbean Community' which contain the accreditation standards used by the CAAM-HP.

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

- Accessibility of dean(s) and faculty members
- Participation of students in school committees
- Curriculum, including workload, quality of required courses and clerkships/clinical experiences, instructional formats, balance between scheduled class time and time for independent learning
- Student assessment, including the grading system, and amount and timeliness of feedback
- System for the evaluation of courses or clerkships/clinical experiences and teachers, and whether identified problems are corrected
- Student support services and counselling systems (personal, academic, career, financial aid), including adequacy and availability
- Student health, including adequacy, availability, and confidentiality, and availability and cost of health and disability insurance
- Facilities, including quality of educational space, availability of study and relaxation space, security on campus and at affiliated clinical sites
- Library facilities, including access and quality of holdings, and IT and information resources
- The learning environment, including policies and procedures to deal with harassment or abuse.

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

Appendix B provides a typical questionnaire that can be used for all educational programmes while Appendices C, D E and F contain samples that reflect specific characteristics of each of the different programmes. In order to ensure a good response to the survey, the class coordinators should inform their classmates about the importance of participating and the seriousness with which the CAAM-HP regards the results.

Student Participation during the CAAM-HP Site Visit

Early consultation with the dean is important, since it is the responsibility of the dean to ensure appropriate student representation for the meetings with the survey team. It is important that these students be well prepared to provide representative student opinion and be familiar with the results of the student analysis. The survey team usually meets with student representatives from both the basic sciences and clinical programmes. The surveyors encourage candid discussion and assure students that individual comments will remain anonymous. Students are also asked to serve as guides in the inspection of classrooms, laboratories, library and computer-learning centres, student lounge areas, and the clinical settings used for required clerkships/clinical experiences.

CAAM-HP Student Members

Students are members of the CAAM-HP itself and serve for a period of two years. These students are usually in their penultimate year of study. The selection of such students is set out in *Procedures of the CAAM-HP*. Student members of the CAAM-HP may be asked to offer orientation workshops for students at schools with upcoming survey visits.

Subject to the Conflict of Interest Guidelines of the CAAM-HP (see '*Procedures of the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions*') each student member on the CAAM-HP may participate as a team surveyor. In these circumstances the student assumes full responsibility of team membership and is assigned to gather data on specific areas during the site visit and prepare corresponding sections of the team report. CAAM-HP student members participate fully in the discussions and vote on accreditation determinations.

Appendix A – Logistics for Student Contribution to the Institutional Self-Study

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

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

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

The following guidelines are suggested for preparing written background materials:

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

Appendix B – Sample Questionnaire for Student Analysis

Please check the appropriate box below indicating your level of satisfaction

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

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

Appendix C (Medical Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Teaching						Quality of Course				
	1	2	3	4	5		1	2	3	4	5
Preclinical Courses *											
Course 1 (e.g. Anatomy)											
Course 2 (e.g. Physiology)											
Course 3 (e.g. Neuroscience)											
Course 4 (e.g. Molecular Medicine)											
Course 5 (e.g. Introduction to Clinical Medicine)											
Course 6 (etc.)											

	Course Organization						Schedule/Workload				
	1	2	3	4	5		1	2	3	4	5
Preclinical Courses											
Course 1 (e.g. Anatomy)											
Course 2 (e.g. Physiology)											
Course 3 (Neuroscience)											
Course 4 (e.g. Molecular Medicine)											
Course 5 (e.g. Introduction to Clinical Medicine)											
Course 6 (etc.)											

***Add or modify course names as necessary to reflect your school's curriculum.**

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

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

(Medical Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Lectures and Conferences						Quality of Resident Teaching				
	1	2	3	4	5		1	2	3	4	5
Clinical Clerkships *											
Clerkship 1 (e.g. Family Medicine)											
Clerkship 2 (e.g. Obstetrics and Gynaecology)											
Clerkship 3 (e.g. Psychiatry)											
Clerkship 4 (e.g. Surgery)											
Clerkship 5 (e.g. Paediatrics)											
Clerkship 6 (etc.)											

	Quality/Adequacy of Feedback						Quality of Attending (faculty) Teaching				
	1	2	3	4	5		1	2	3	4	5
Clinical Clerkships											
Clerkship 1 (e.g. Family Medicine)											
Clerkship 2 (e.g. Obstetrics and Gynaecology)											
Clerkship 3 (e.g. Psychiatry)											
Clerkship 4 (e.g. Surgery)											
Clerkship 5 (e.g. Paediatrics)											
Clerkship 6 (etc.)											

	Patient number and Variety						Overall Quality of Clerkship				
	1	2	3	4	5		1	2	3	4	5
Clinical Clerkships											
Clerkship 1 (e.g. Family Medicine)											
Clerkship 2 (e.g. Obstetrics and Gynaecology)											
Clerkship 3 (e.g. Psychiatry)											
Clerkship 4 (e.g. Surgery)											
Clerkship 5 (e.g. Paediatrics)											
Clerkship 6 (etc.)											

***Add or modify clerkship titles to reflect your school's curriculum.**

Best clinical clerkships (and why):

Worst clinical clerkships (and why):

Appendix D (Dental Students)

Please check the appropriate box below indicating your level of satisfaction

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

First Year Courses	Quality of Teaching						Quality of Course				
	1	2	3	4	5		1	2	3	4	5
Course 1 (e.g. Basic Paraclinical Sciences)											
Course 2 (e.g. Environment and Health)											
Course 3 (e.g. Skills Training)											
Course 4 (e.g. Oral Biology)											
Course 5 (e.g. Digestion & Metabolism)											
Course 6 (etc.)											

First Year Courses	Course Organization						Schedule/Workload				
Course 1 (e.g. Basic Paraclinical Sciences)											
Course 2 (e.g. Environment and Health)											
Course 3 (e.g. Skills Training)											
Course 4 (e.g. Oral Biology 1)											
Course 5 (e.g. Digestion & Metabolism)											
Course 6 (etc.)											

Second Year Courses	Quality of Teaching						Quality of Course				
Course 1 (e.g. Oral Biology 2)											
Course 2 (e.g. Respiration)											
Course 3 (e.g. Head and Neck Anatomy)											
Course 4 (e.g. Dental Materials Science)											
Course 5 (e.g. Oral Pathology)											
Course 6 (etc.)											

Second Year Courses	Course Organization						Schedule/Workload				
Course 1 (e.g. Oral Biology 2)											
Course 2 (e.g. Respiration)											
Course 3 (e.g. Head and Neck Anatomy)											
Course 4 (e.g. Dental Materials Science)											
Course 5 (e.g. Oral Pathology)											
Course 6 (etc.)											

***Add or modify course names to reflect your school's curriculum**

Best first and second year courses (and why):

Worst first and second year courses (and why):

(Dental Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Lectures and Conferences						Quality of Resident Teaching				
	1	2	3	4	5		1	2	3	4	5
Third Year Courses *											
Course 1 (e.g. Human Diseases)											
Course 2 (e.g. Dental Public Health)											
Course 3 (e.g. Periodontology 1)											
Course 4 (e.g. Preventative Dentistry 1)											
Course 5 (e.g. Oral Radiology 1)											
Course 6 (e.g. etc.)											

	Quality/Adequacy of Feedback						Quality of Attending (faculty) Teaching				
	1	2	3	4	5		1	2	3	4	5
Third Year Courses *											
Course 1 (e.g. Human Diseases)											
Course 2 (e.g. Dental Public Health)											
Course 3 (e.g. Periodontology 1)											
Course 4 (e.g. Preventative Dentistry 1)											
Course 5 (e.g. Oral Radiology 1)											
Course 6 (e.g. etc.)											

	Patient number and Variety						Overall Quality of Clerkship				
	1	2	3	4	5		1	2	3	4	5
Third Year Courses *											
Course 1 (e.g. Human Diseases)											
Course 2 (e.g. Dental Public Health)											
Course 3 (e.g. Periodontology 1)											
Course 4 (e.g. Preventative Dentistry 1)											
Course 5 (e.g. Oral Radiology 1)											
Course 6 (e.g. etc.)											

***Add or modify course names to reflect your school's curriculum.**

Best third year course (and why):

Worst third year course (and why):

(Dental Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Lectures and Conferences						Quality of Resident Teaching				
	1	2	3	4	5		1	2	3	4	5
Fourth Year Courses *											
Course 1 (e.g. Dental Public Health)											
Course 2 (e.g. Oral Pathology)											
Course 3 (e.g. Oral Medicine)											
Course 4 (e.g. Conservative Dentistry)											
Course 5 (e.g. Orthodontics)											
Course 6 (e.g. etc.)											

	Quality/Adequacy of Feedback						Quality of Attending (faculty) Teaching				
	1	2	3	4	5		1	2	3	4	5
Fourth Year Courses *											
Course 1 (e.g. Dental Public Health)											
Course 2 (e.g. Oral Pathology)											
Course 3 (e.g. Oral Medicine)											
Course 4 (e.g. Conservative Dentistry)											
Course 5 (e.g. Orthodontics)											
Course 6 (e.g. etc.)											

	Patient number and Variety						Overall Quality of Clerkship				
	1	2	3	4	5		1	2	3	4	5
Fourth Year Courses *											
Course 1 (e.g. Dental Public Health)											
Course 2 (e.g. Oral Pathology)											
Course 3 (e.g. Oral Medicine)											
Course 4 (e.g. Conservative Dentistry)											
Course 5 (e.g. Orthodontics)											
Course 6 (e.g. etc.)											

***Add or modify course names to reflect your school's curriculum.**

Best fourth year course (and why):

Worst fourth year course (and why):

(Dental Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Lectures and Conferences						Quality of Resident Teaching				
	1	2	3	4	5		1	2	3	4	5
Fifth Year Courses/Rotations *											
Course 1 (e.g. Ethics, Law and Jurisprudence)											
Course 2 (e.g. Restorative Dentistry)											
Course 3 (e.g. Child Dental Health)											
Course 4 (e.g. Oral and Maxillofacial Surgery)											
Course 5 (e.g. Prosthodontics 2)											
Course 6 (e.g. etc.)											

	Quality/Adequacy of Feedback						Quality of Attending (faculty) Teaching				
	1	2	3	4	5		1	2	3	4	5
Sixth Year Courses/Rotations *											
Course 1 (e.g. Polyclinic Rotation)											
Course 2 (e.g. Outreach Clinic)											
Course 3 (e.g. Emergency Rotation)											
Course 4 (e.g. Oral & Maxillofacial Surgery Clinic)											
Course 5 (e.g. Case Presentations)											
Course 6 (e.g. etc.)											

***Add or modify course names to reflect your school's curriculum.**

Best fifth and sixth year courses/rotations (and why):

Worst fifth and sixth year courses/rotations (and why):

Appendix E (Veterinary Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Teaching						Quality of Course						Quality/Adequacy of Feedback				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Para-clinical Courses																	
Course 1 (e.g. Parasitology)																	
Course 2 (e.g. Microbiology)																	
Course 3 (e.g. Toxicology)																	
Course 4 (e.g. Practice Management)																	
Course 5 (e.g. Principles of Surgery)																	
Course 6 (Research Project)																	
Course 7 (Problem Based Learning)																	
Course 8 (Systemic Pathology)																	
Course 9 (Veterinary Public Health)																	
Course 10 (etc.)																	

	Organization of the Course						Schedule / Workload				
	1	2	3	4	5		1	2	3	4	5
Para-clinical Courses											
Course 1 (e.g. Parasitology)											
Course 2 (e.g. Microbiology)											
Course 3 (e.g. Toxicology)											
Course 4 (e.g. Practice Management)											
Course 5 (e.g. Principles of Surgery)											
Course 6 (Research Project)											
Course 7 (Problem Based Learning)											
Course 8 (Systemic Pathology)											
Course 9 (Veterinary Public Health)											
Course 10 (etc.)											

***Add or modify course names to reflect your school's curriculum.**

Best Paraclinical Courses (and why):

Worst Paraclinical Courses (and why):

(Veterinary Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Teaching						Quality of Course						Quality/Adequacy of Feedback				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Clinical Courses																	
Course 1 (e.g. Avian Medicine)																	
Course 2 (e.g. Clinical Anatomy)																	
Course 3 (e.g. Clinical Pharmacology)																	
Course 4 (e.g. Clinical Toxicology)																	
Course 5 (e.g. Clinical Pathology)																	
Course 6 (e.g. Dermatology)																	
Course 7 (e.g. Large Animal Medicine)																	
Course 8 (e.g. Small Animal Medicine)																	
Course 9 (e.g. Small Animal Surgery)																	
Course 10 (Anaesthesiology)																	
Course 11 (etc.																	
Elective(s)Externship(s) (list)																	

	Organization of the Course						Schedule / Workload				
	1	2	3	4	5		1	2	3	4	5
Clinical Courses											
Course 1 (e.g. Avian Medicine)											
Course 2 (e.g. Clinical Anatomy)											
Course 3 (e.g. Clinical Pharmacology)											
Course 4 (e.g. Clinical Toxicology)											
Course 5 (e.g. Clinical Pathology)											
Course 6 (e.g. Dermatology)											
Course 7 (e.g. Large Animal Medicine)											
Course 8 (e.g. Small Animal Medicine)											
Course 9 (e.g. Small Animal Surgery)											
Course 10 (Anaesthesiology)											
Course 11 (etc.											
Elective(s)Externship(s) (list)											

***Add or modify course names to reflect your school's curriculum.**

Best Clinical Courses (and why):

Worst Clinical Courses (and why):

(Veterinary Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Small Group Teaching, Lectures Conferences						Quality of Clinician/Resident Teaching						Quality/Adequacy of Feedback				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Clerkships/Rotations																	
Course 1 (e.g. Avian & Poultry Medicine)																	
Course 2 (e.g. Exotic Species Medicine)																	
Course 3 (e.g. Equine Medicine)																	
Course 4 (e.g. Equine Surgery)																	
Course 5 (e.g. Diagnostic Imaging)																	
Course 6 (e.g. Clinical Pathology)																	
Course 7 (e.g. Veterinary Public Health)																	
Course 8 (e.g. Production Medicine)																	
Course 9 (e.g. Epidemiology)																	
Course 10 (etc.)																	
Elective(s)Externship(s) (list)																	

	Quality of Attending Teaching						Case Load Number and Variety						Overall Quality Of Clerkship				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Clerkships/Rotations																	
Course 1 (e.g. Avian & Poultry Medicine)																	
Course 2 (e.g. Exotic Species Medicine)																	
Course 3 (e.g. Equine Medicine)																	
Course 4 (e.g. Equine Surgery)																	
Course 5 (e.g. Diagnostic Imaging)																	
Course 6 (e.g. Clinical Pathology)																	
Course 7 (e.g. Veterinary Public Health)																	
Course 8 (e.g. Production Medicine)																	
Course 9 (e.g. Epidemiology)																	
Course 10 (etc.)																	
Elective(s)Externship(s) (list)																	

***Add or modify clerkship titles to fit your school's curriculum.**

Best Clerkships/Rotations (and why):

Worst Clerkships/Rotations (and why):

Appendix F (Nursing Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Teaching						Quality of Course						Quality of Feedback				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Pre Nursing Courses *																	
Course 1 (e.g. Anatomy)																	
Course 2 (e.g. Physiology)																	
Course 3 (e.g. Introduction to Sociology)																	
Course 4 (e.g. Introduction to Psychology)																	
Course 5 (e.g. Medical Microbiology)																	
Course 6 (e.g. Pathophysiology)																	
Course 7 (e.g. Biochemistry)																	
Course 8 (e.g. Epidemiology)																	
Course 9 (e.g. Health Promotion)																	
Course 10 (etc.)																	

	Adequacy of Feedback						Organization of Course						Schedule/ Workload				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Pre Nursing Courses *																	
Course 1 (e.g. Anatomy)																	
Course 2 (e.g. Physiology)																	
Course 3 (e.g. Introduction to Sociology)																	
Course 4 (e.g. Introduction to Psychology)																	
Course 5 (e.g. Medical Microbiology)																	
Course 6 (e.g. Pathophysiology)																	
Course 7 (e.g. Biochemistry)																	
Course 8 (e.g. Epidemiology)																	
Course 9 (e.g. Health Promotion)																	
Course 10 (etc.)																	

***Add or modify course names to reflect your curriculum.**

Best pre nursing courses (and why):

Worst pre nursing courses (and why):

(Nursing Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Teaching						Quality of Course						Quality of Feedback				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Nursing Courses *																	
Course 1 (e.g. Nursing Professionalism)																	
Course 2 (e.g. Health Assessment)																	
Course 3 (e.g. Adult Health Nursing)																	
Course 4 (e.g. Community Nursing)																	
Course 5 (e.g. Mental Health Nursing)																	
Course 6 (e.g. Nursing Research)																	
Course 7 (e.g. Specialized Nursing)																	
Course 8 (e.g. Nursing Leadership)																	
Course 9 (e.g. Nursing Practicum)																	
Course 10 (etc.)																	

	Adequacy of Feedback						Organization of Course						Schedule/ Workload				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Nursing Courses *																	
Course 1 (e.g. Nursing Professionalism)																	
Course 2 (e.g. Health Assessment)																	
Course 3 (e.g. Adult Health Nursing)																	
Course 4 (e.g. Community Nursing)																	
Course 5 (e.g. Mental Health Nursing)																	
Course 6 (e.g. Nursing Research)																	
Course 7 (e.g. Specialized Nursing)																	
Course 8 (e.g. Nursing Leadership)																	
Course 9 (e.g. Nursing Practicum)																	
Course 10 (etc.)																	

***Add or modify course names to reflect your school's curriculum.**

Best nursing courses (and why):

Worst nursing courses (and why):

(Nursing Students)

Please check the appropriate box below indicating your level of satisfaction

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

	Quality of Teaching						Quality of Course						Quality of Feedback				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Required Institutional Courses *																	
Course 1 (e.g. Information Technology)																	
Course 2 (e.g. Caribbean Society)																	
Course 3 (e.g. Public Speaking)																	
Course 4 (e.g. Foreign Language)																	
Course 5 (e.g. Creative Writing)																	
Course 6 (etc.)																	

	Adequacy of Feedback						Organization of Course						Schedule/ Workload				
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5
Required Institutional Courses *																	
Course 1 (e.g. Information Technology)																	
Course 2 (e.g. Caribbean Society)																	
Course 3 (e.g. Public Speaking)																	
Course 4 (e.g. Foreign Language)																	
Course 5 (e.g. Creative Writing)																	
Course 6 (etc.)																	

***Add or modify course names to reflect your school's curriculum.**

Best course (and why):

Worst course (and why):

Appendix G - Documents available from the CAAM-HP

- Summary of the Accreditation Procedures for Established Schools
- Procedures of the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions
- Standards for the Accreditation of Medical Schools in the Caribbean Community
- Standards for the Accreditation of Dental Schools in the Caribbean Community
- Standards for the Accreditation of Veterinary Schools in the Caribbean Community
- Standards for the Accreditation of Degree Nursing Programmes in the Caribbean Community
- Standards for the Accreditation of Nutrition and Dietetics Degree Programmes in the Caribbean Community
- Accreditation Guidelines for New and Developing Schools
- Students' Role in the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions
- Guidelines For Accreditation Survey Visits
- Guide for Writing a Report on a Visit of a Survey Team
- Guide to the Institutional Self-Study for Programmes of Education in Medicine
- Guide to the Institutional Self-Study for Programmes of Education in Dental Medicine
- Guide to the Institutional Self-Study for Programmes of Education in Veterinary Medicine
- Guide to the Institutional Self-Study for Degree Programmes of Education in Nursing
- Instructions for Completing the CAAM-HP Medical Education Database and Institutional Self-Study
- Instructions for Completing the CAAM-HP Dental Education Database and Institutional Self-Study
- Instructions for Completing the CAAM-HP Veterinary Education Database and Institutional Self-Study
- Instructions for Completing the CAAM-HP Nursing Education Database and Institutional Self-Study
- Medical Education Database
- Dental Education Database
- Veterinary Education Database
- Nursing Education Database
- Database Form for Required Courses and Clerkships for Medicine
- Database Form for Required Courses and Clerkships for Dental Medicine
- Database Form for Required Courses and Clerkships for Veterinary Medicine
- Database Form for Required Courses and Clerkships for Nursing
- Annual Medical School Questionnaire
- Annual Dental School Questionnaire
- Annual Veterinary School Questionnaire

All of the above documents are available on the CAAM-HP website at: www.caam-hp.org