

Appendix D: Clinical Chair Site Visits

Chair's Site Visit

Hospital: _____ Date of Visit: _____
Department: _____ Reviewer: _____
Clerkship Director: _____ Chair: _____
DME: _____ Med-Ed Coordinator: _____
Number of Students: _____ 3rd year: _____ 4th year: _____

NBME Average Grade for that Clerkship:

Review of the Student Feedback Questionnaire and Comment on the Strengths and Weaknesses of the Program from the Students' Point of View:

Rate the following on a scale of 1-5

5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, 1 = Poor, 0 = Not Done

- **Orientation to the department**

Does it include; an introduction to the key faculty and coordinators, tour of the department's service areas and facilities, distribution of schedules, confirmation that students are familiar with the clinical training manual, an explanation of course objectives, introduction to web-based learning requirements, emphasis on developing communication skills, discussion of manual skills requirements, discussion of professional behavior?

5 4 3 2 1

Comments:

- **Daily Schedule**

Is there an appropriate amount of time allotted for experience in inpatient, outpatient, and sub-specialty, urgent or emergency care?

5 4 3 2 1

Comments:

- **Supervision:**

Is the experience appropriately supervised in all areas of the rotation? Are the students given schedules?

Are the students taught the foundations of patient care and manual skills? Are students allowed to document charts or do they use alternative methods for documenting clinical information? Do the students participate in adequate night and weekend calls?

5 4 3 2 1

Comments:

- **Quality of Patient Rounds:**

Are there daily rounds, are they led by a faculty member, is there student participation, are there student presentations, are there input from residents, are students assigned to a team?

5 4 3 2 1

Comments:

- **Lectures, Clinical Discussions and Preceptor Sessions:**

Are they adequate in number, interactive, relevant to the curriculum, include students as presenters and discussion leaders? Is there feedback to students when they are presenters or discussion leaders? Is the web-based department curriculum being completed? Are the required Drexel modules being completed, is USMLE world being utilized?

5 4 3 2 1

Comments:

- **Write – ups:**

Is the required number being submitted in a timely manner? Are the write-ups being critiqued and returned to students in a timely manner so that students can achieve ongoing improvement in their written expression?

5 4 3 2 1

Comments:

- **Facilities:**

Are the students given access to electronic medical records and laboratory data utilizing personal identification numbers? Do they have access to a library with appropriate reference material and internet access? Do they have lockers or a safe place to leave their belongings?

5 4 3 2 1

Comments:

- **Mid-Core Evaluations:**

Are they being done midway through the clerkship or earlier as needed? Are more frequent evaluations done when problems are encountered? Are the evaluations formative? Do they include review of the electronic patient encounter logs and inquiry into manual skills experience? Is there an inquiry into progress on web-based requirements? Are the student's communication skills being assessed? Is the student made aware of his/her positive/negative behaviors as perceived by the faculty? Are the evaluations being documented and submitted?

5 4 3 2 1

Comments:

- **Resident Teaching:**

Are the residents eager to teach, knowledgeable and do they integrate the students into the clinical activities?

5 4 3 2 1

Comments:

- **Attending Physicians:**

Are the Attendings available experts in their field and eager to teach? Do they motivate and inspire the students? Are they role models for professional behavior?

5 4 3 2 1

Comments:

- **Integration into Clinical Activities:**

Are the students integrated into the care team? Have they developed interactive relationships with the nursing staff, physician assistants, nurse practitioners, technicians and social workers? Is the staff welcoming to the students and have the students learned to seek out these relationships? Do the students dress appropriately? Do the students; behave professionally, are they punctual, responsible, understand and complete their assignments, offer their assistance to patients and peers to accomplish improved patient outcomes?

5 4 3 2 1

Comments:

- **Educational Objectives and Guidelines:**

Overall, how well does the clerkship meet the objectives and follow the guidelines as published in the Clinical Training Manual?

5 4 3 2 1

Comments:

Meeting with students:

- Issues raised by students:

Issues to be discussed with Faculty:

- Discuss issues raised by students and formulate a response from the faculty.
- Review and discuss the most recent Student Questionnaire and Comments.
- Discuss changes compared to the Student Questionnaire and Comments of prior site visits.
- Issues raised by faculty.
- Faculty's familiarity with the stated objectives in the Clinical Training Manuals and grading procedure and are they being followed?
- Are the students informed of the course requirements and web-based learning requirements at the start of the rotation?
- Are the students being evaluated for communication skills?
- Are the students being assessed regarding professional behavior?
- Faculty's impression of student's preparedness.
- Faculty's knowledge of the process for obtaining faculty appointments and ability to obtain appointments.

Strengths:

Weaknesses:

Corrective Actions:

Summary & Conclusions:

Miscellaneous Comments:

Print Name:

Date:

SURGERY SITE VISIT FORM

CHAIR'S SITE VISIT REPORT

Prepared BY: _____ Signature: _____

Site of Visit: _____ Date of Visit: _____

Address: _____

Program Director: _____ Number of students: _____

• FACILITIES/ACCOMMODATIONS:

On call rooms Excellent Very good Good Fair Poor

Library Facilities Excellent Very good Good Fair Poor

Computer access Excellent Very good Good Fair Poor

Comments: _____

• ORIENTATION INTERVIEW:

Interview Conducted: Yes No

Conducted By: Program Director Other Faculty Both

Aims Objectives Outlined: Yes No Schools Manual Used: Yes No

Comments:

• MIDROTATION INTERVIEW:

(1) Interview Conducted: Yes No (2) Conducted By Program Director: Yes No

(3) With Documentation: Yes No (4) One-on-one: Yes No

✘ Comments: _____

IV. EXIT INTERVIEW WITH PROGRAM DIRECTOR:

EXIT INTERVIEW: Yes No

⊗ Comments: _____

⊗ What did you think of the structure of the rotation?

Gen Surgery Anesthesia ENT G.U. Ophthalmology Orthopedics Trauma Vascular SICU
3 weeks 1 week 1 week 1 week ___Weeks ___Weeks ___Weeks ___Weeks 1 Week

Comments: _____

VI. ON-CALL SCHEDULE/ACTIVITIES:

On Call every ___ Days | 24 hours call: Yes No | Weekends Weekdays

Stay Overnight: Yes No | Morning Report Presentations: Yes No

Teaching: Excellent Very Good Good Fair Poor

VI. General Surgery, Clinic And O.R. Exposure

General Surgery

Excellent Very Good Good Fair Poor Hands On Good Teaching Variety & Volume Student Friendly Structured
Clinical
O.R.

Subspecialties

Excellent Very Good Good Fair Poor Hands On Good Teaching Variety & Volume Student Friendly Structured
Anesthesia
Orthopedics
ENT
Urology
ICU
Vascular & Trauma

Comments:

VII. TEACHING SCHEDULE:

SCHEDULE: Didactic lecture, Interactive Sessions, Bedside, H&Ps, and Clinical skills

DIDACTIC LECTURE & INTERACTIVE SESSION

- per week

(2)	Scheduled:	Variable:	(3) Curriculum covered: Yes	No
(4)	Conducted By: Program Director	Faculty	Residents	
(5)	Excellent	Very good	Good	Poor

FORMAL BEDSIDE TEACHING ROUNDS

(1)	Done: Yes	No		
(3)	Excellent	Very Good	Good	Fair Poor

Comments:

COMMENTS: In SICU

H&Ps

(1) Document on charts: Yes	No	(2) per rotation	(3) Graded: Yes	No
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(4) Countersigned by: Residents	Attending	P.A.
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Clinical Skills

(1) Done: Yes	No	(2) Addressed Formally: Yes	No
Supervised by: (a)			

(3) Residents	Attending	P.A.
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(4) Excellent	Very Good	Good	Fair	Poor
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Comments: _____

VIII. EXAMINATIONS AND EVALUATIONS

(1) Examinations and Evaluations By Program Director: Yes	No
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(2) One-on-one: Yes	No
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IX. INTERVIEW WITH PROGRAM DIRECTOR

Interview with Program Director: Yes	No
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Students Problems Identified: Yes No

NARRATIVE ANALYSIS

STRENGTHS:

- Teaching
- Autonomy - hands/on
- Volume of cases
- Clinics

RECOMMENDATIONS

- Study time requires structure & supervision-mixed revisions
- Word of caution about autonomy to be kept in check.
- Improve on-call experience to allow all students to see acute patients and then follow to O.R.