

# Appendix H: Chair's Site Visit

**Hospital:** [Click to enter text.](#)      **Date of Visit:** [Click to enter text.](#)  
**Department:** [Click to enter text.](#)      **Reviewer:** [Click to enter text.](#)  
**Clerkship Director:** [Click to enter text.](#)      **Chair:** [Click to enter text.](#)  
**DME:** [Click to enter text.](#)      **Med-Ed Coordinator:** [Click to enter text.](#)  
**Number of Students**    [###.](#)      **3<sup>rd</sup> year:**    [###.](#)      **4<sup>th</sup> year:**    [###.](#)

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**NBME Average Grade for that Clerkship**    [###.](#)

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**Review of the Student Feedback Questionnaire and Comment on the Strengths and Weaknesses of the Program from the Students' Point of View:** [Click to enter text.](#)

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**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:** [Click to enter text.](#)

- **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:** [Click to enter text.](#)

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- **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:** [Click to enter text.](#)

- **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:** [Click to enter text.](#)

- **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:** [Click to enter text.](#)

- **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:** [Click to enter text.](#)

- **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:** [Click to enter text.](#)

- **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: [Click to enter text.](#)

- **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: [Click to enter text.](#)

- **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: [Click to enter text.](#)

- **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: [Click to enter text.](#)

- **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: [Click to enter text.](#)

**Meeting with students:**

**Issues raised by students:** [Click to enter text.](#)

**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:**

[Click to enter text.](#)

**Weaknesses:**

[Click to enter text.](#)

**Corrective Actions:**

[Click to enter text.](#)

**Summary & Conclusions:**

[Click to enter text.](#)

**Miscellaneous Comments:**

[Click to enter text.](#)

[Click to enter text.](#)

**Print Name**

[Click to enter text.](#)

**Date**