

## Main Evidence – Policies and Procedures

### Policies and Procedures for Clinical Comparability and Assessment

DYU-COM is committed to ensuring all students receive comparable educational experiences and achieve equivalent outcomes across all core and required clinical educational sites. This process includes a series of policies and procedures for assigning clinical placement, as well as a systematic review of student outcomes, employing statistical analysis to ensure that learning objectives are consistently being met. The following policies and procedures outline the approach to reviewing and utilizing student outcomes to determine comparability of clinical experiences.

#### Required Rotations and Longitudinal Learning

As per the guidelines outlined in **Standard 6.9-4** (Required Rotations), medical students will be assigned to clinical sites to confirm all students receive a comprehensive, hands-on experience across various medical disciplines, ensuring a well-rounded clinical education. Additionally, all students will complete a series of longitudinal learning courses utilizing a virtual education platform (e.g.: Lecturio) to enhance student learning and cultivate uniform outcomes.

#### Data Collection and Analysis Procedures

To further ensure comparable outcomes from clinical rotations, a standardized examination series (e.g.: NBOME COMAT) will be provided as a uniform assessment tool for students. These standardized examination scores, and site data including the preceptor's student evaluation, and students' review of the rotation and preceptor will be tracked by the Clinical Education staff. Students and instructor evaluations will both take place at the end of the course.

This data will be reviewed and statistically analyzed, utilizing Analysis of Variance (ANOVA) to compare students across our diverse training sites. The Clinical Education staff will evaluate for any educational discrepancies across core rotations to ensure each core clinical education is adequate. These results and surveys will be reviewed by the Curriculum Committee and the Associate Dean of Clinical Medical Education to assess the training site's adequacy in comparison to other comparable core rotation sites. Ongoing review of clinical sites will be crucial to maintaining an acceptable clinical education experience.

### **Follow-up on Assessment Findings**

The analyzed results of academic performance and student/instructor evaluations will be presented to the Curriculum Committee. After reviewing all data, the Curriculum Committee will create a longitudinal improvement plan, as needed, for any rotation site(s) which in deficiency. Any identification of inequity, recommendations for improvement, or requests for intervention will be forward to the Associate Dean for Clinical Education for implementation. Additionally, a report of any failure in meeting the requirement of clinical coursework will also be provided to the Associate Dean of Clinical Education on an annual basis.

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**Responsible Unit:** DYU-COM Administration

**Adoption Date:** January 2, 2024

**Last Review Date:** Sept. 5, 2024

**Next Review Date:** March 25, 2028

**Support Document #1 - Physician's Evaluation of Student**

The **Physician Evaluation of the Student Template** is provided in this document.

## **Support Document #2 - Student Evaluation of Rotation**



# Supervising Physician Evaluation of Student

Evaluator : \_\_\_\_\_  
 Student's Name: \_\_\_\_\_  
 Rotation Name: \_\_\_\_\_  
 Rotation Dates: \_\_\_\_\_

### SCALE

1	Below expectation
2	
3	Met expectation
4	
5	Exceeded Expectation

Using the scale, circle the answer that best represents performance of each trait. If a trait (I.e. procedure skills) is not observed please cross out.

If the student is below expectation explain below.	Scale				
1. Professionalism	1	2	3	4	5
2. Medical Knowledge	1	2	3	4	5
3. Interpersonal Skills	1	2	3	4	5
4. History Taking	1	2	3	4	5
5. Physical Exam	1	2	3	4	5
6. Case Presentation	1	2	3	4	5
7. Osteopathic Assessment	1	2	3	4	5
8. Procedural Skills	1	2	3	4	5
9. Documentation	1	2	3	4	5
10. Work Ethic	1	2	3	4	5
11. Overall	1	2	3	4	5

In your opinion did the student meet the goals and objectives to pass the rotation, if no please explain.:

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The **Student Evaluation of Rotation Template** is provided in this document.



# ROTATION EVALUATION

NAME: \_\_\_\_\_

OMS III     OMS IV

## CORE

<input type="checkbox"/> Emergency Medicine	<input type="checkbox"/> Pediatrics
<input type="checkbox"/> Surgery	<input type="checkbox"/> Psychiatry
<input type="checkbox"/> Family Medicine	<input type="checkbox"/> Community Medicine
<input type="checkbox"/> Medicine	<input type="checkbox"/> Ambulatory Medicine
<input type="checkbox"/> OB/GYN	<input type="checkbox"/> Neuromuscular Medicine

Please write the name of Office/Hospital below:

## Elective

- |   |  |
|---|--|
| <input type="checkbox"/> Addiction Medicine | <input type="checkbox"/> Neurology         |
| <input type="checkbox"/> Allergy/Immunology | <input type="checkbox"/> Ophthalmology     |
| <input type="checkbox"/> Anesthesia         | <input type="checkbox"/> Orthopedics       |
| <input type="checkbox"/> Dermatology        | <input type="checkbox"/> Pain Mgmt/PMR     |
| <input type="checkbox"/> Gastro             | <input type="checkbox"/> Palliative Care   |
| <input type="checkbox"/> Geriatrics         | <input type="checkbox"/> Pathology         |
| <input type="checkbox"/> Hem/Onc            | <input type="checkbox"/> Plastics          |
| <input type="checkbox"/> Infectious Disease | <input type="checkbox"/> Radiology         |
| <input type="checkbox"/> NMM                | <input type="checkbox"/> Surgery Specialty |
| <input type="checkbox"/> Nephrology         |  |

We are truly interested in your opinions and ask you to evaluate your training experience here at D'Youville University College of Osteopathic Medicine.

**SCALE:**      1 = poor      2 = fair      3 = good      4 = excellent      5 = outstanding

Overall, how was your experience at your clinical rotation?(administration, clinical responsibility, lectures, atmosphere, etc?)

1      2      3      4      5

How would you rate the Department of Medical Education in terms of listening to your needs?

1      2      3      4      5

**SCALE:**      1 = no      2 = possibly      3 = depends on rotation      4 = yes      5 = absolutely

Would you recommend this rotation to your peers?

1      2      3      4      5

Would you recommend this hospital/office to your peers?

1      2      3      4      5

Please comment on something you absolutely loved about your rotation:

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Please comment on something you would absolutely recommend changing about your rotation:

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Please list your favorite didactic session during this rotation:

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Please list your favorite mentor/teacher/professor or physician during your rotation:

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## Support Document #3 - Student Evaluation of Faculty

The **Student Evaluation of Faculty Template** is provided in this document



# Student Evaluation of Faculty / House Staff

Faculty/House Staff: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Rotation Name: \_\_\_\_\_

Rotation Dates: \_\_\_\_\_

### SCALE

1	Rarely
2	Sometimes
3	Often
4	Usually
5	Almost Always

Using the scale circle the answer that best represents performance of each trait.

This House Staff Member:	Scale				
1. <b>APPROACHABILITY:</b> Available, accessible, approachable	1	2	3	4	5
2. <b>ENTHUSIASM:</b> Enthusiastic, optimistic, motivational	1	2	3	4	5
3. <b>DEMEANOR:</b> Friendly, relaxed, understanding, compassionate, pleasant	1	2	3	4	5
4. <b>QUESTIONS:</b> Questions to probe learner's knowledge, facilitates learning	1	2	3	4	5
5. <b>AUTONOMY:</b> Allows sufficient autonomy	1	2	3	4	5
6. <b>FEEDBACK:</b> Gives both positive and constructive feedback	1	2	3	4	5
7. <b>INFORMATIVE:</b> Informative, teaches at bedside, in patient discussions and in small group sessions	1	2	3	4	5
8. <b>KNOWLEDGE:</b> Broad-based current knowledge of medicine	1	2	3	4	5
9. <b>CLINICAL SKILLS:</b> Good clinical skills, role model	1	2	3	4	5
10. <b>EFFICIENCY:</b> Prompt, time efficient,	1	2	3	4	5
11. <b>FLEXIBILITY:</b> Practical, flexible	1	2	3	4	5

Comments: \_\_\_\_\_

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