



Examining Visiting Student Evaluation Forms

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BACKGROUND

Each medical school has clinical evaluation forms with competencies that align with their institutional and course learning objectives. The differences between evaluation forms and the items being assessed presents a challenge for elective course directors to evaluate and complete forms for visiting students. The aim of this project was to compare common characteristics of visiting student evaluation forms presented to an elective course director at Anesthesiology & Perioperative Medicine (APM) in 2022-2023.

RESULTS



Map shows the geographic location of the medical school programs of the visiting students on the APM elective.

Schools (n=33) included ACGME competencies for communication (94%, 31), professionalism (91%, 30), medical knowledge (79%, 26), practice-based improvement (79%, 26), patient care (76%, 25), and systems-based practice (61%, 20) in their evaluation forms. Clinical reasoning skills included history & physical (82%, 27), assessment & plan (79%, 26), differential diagnosis (64%, 21), and charting/note-taking (61%, 20). Additional categories included inter-professionalism (85%, 28), osteopathic principles and practices (64%, 21), self-awareness/receptiveness to feedback (48%, 16), and procedural skills (42%, 14). Formative and summative comments were requested from 94% (31) of schools.

DISCUSSION

While many competencies for visiting medical student evaluation forms align with IU School of Medicine evaluations, some subcategories of ACGME core competencies like charting/note-taking are not assessed in the APM elective. Visiting students do not obtain electronic medical record access due to time-prohibitive training requirements, and thus, do not chart during their rotation. Mock paper records for the preanesthetic evaluation history and physical, intraoperative anesthesia record, and postoperative notes and orders could be created as additional assignments to assess students in this skill.

Formative/summative comments may or may not comment on the delivery of patient care. Comments frequently discuss teamwork, work ethic, and medical knowledge which are easily evaluated. The time-pressured environment of the OR can limit student opportunity to perform the preoperative anesthetic evaluation. A differential diagnosis during a preoperative history and physical is challenging on the APM elective because patients present to surgery after diagnostic workup. However, differential diagnoses for perioperative symptoms like tachycardia and hypertension could be assessed through Canvas case log discussions. Students currently share an abbreviated written patient presentation with a learning point. They could include perioperative differential diagnoses and treatment plans and share an article from the literature to demonstrate evidence-based learning with more specific questions about systems-based practice.

The perioperative environment provides an excellent opportunity to evaluate students in their interprofessional and communication skills working with surgeons, nurses, technicians, assistants, and other learners. Additional questions could be included in the APM evaluation to capture these relationships more fully.

CONCLUSION

Analyzing visiting student evaluations for competencies and skills provides insight into areas for improvement in the APM elective curriculum and clinical evaluation form.

Please summarize your observations of this student's clinical performance.

- Medical Knowledge
- Clinical Knowledge
- Data Gathering
- H & P
- Problem Solving
- Clinical Judgement
- Responsibility & Reliability
- Response to Feedback
- Communication & Teamwork
- Procedural Skills

If assigning a grade, I would give: Honors, High Pass, Pass, Fail

Current IUSM APM Qualtrics Evaluation with graded Canvas assignments including case log discussions, teaching video assignment, journal club discussion, and reflection essay.

MATERIALS & METHODS

The IU School of Medicine Department of Anesthesia accepts students from Visiting Student Learning Opportunities (VSL0). In 2022-2023, students from 33 institutions completed the Anesthesiology and Perioperative Medicine (APM) elective. School evaluation forms were collected from VSL0 from this sample of convenience. The evaluation items were categorized into various competencies and clinical reasoning skills. Similar items were grouped and tallied across schools. Data were analyzed with Microsoft Excel.

The following VSLO HEALTHY behaviors will not count towards their grade but must be noted by all evaluators to ensure their future training. If you cannot observe a behavior on this form, check one of the two lower response categories that best fit you.

Advanced	Competent	Needs Improvement	Unacceptable	Current Assess	Current Assess	Current Assess
<input type="checkbox"/> Takes initiative to address social, economic and environmental influences on patient care.	<input type="checkbox"/> Spontaneously recognizes social, economic and environmental influences on patient care.	<input type="checkbox"/> Recognizes social, economic and environmental influences if prompted.	<input type="checkbox"/> Fails to recognize social, economic and environmental influences on patient care.	<input type="checkbox"/> Applies knowledge of social, economic and environmental influences on patient care.	<input type="checkbox"/> Not applicable to this category.	<input type="checkbox"/> I don't know how to assess this.
<input type="checkbox"/> Takes initiative to seek out opportunities to improve patient care.	<input type="checkbox"/> Spontaneously seeks out opportunities to improve patient care.	<input type="checkbox"/> Recognizes opportunities to improve patient care.	<input type="checkbox"/> Fails to recognize opportunities to improve patient care.	<input type="checkbox"/> Applies knowledge of opportunities to improve patient care.	<input type="checkbox"/> Not applicable to this category.	<input type="checkbox"/> I don't know how to assess this.

Select up to five (5):

<input type="checkbox"/> COMPASSIONATE	<input type="checkbox"/> ENTHUSIASTIC	<input type="checkbox"/> MOTIVATED	<input type="checkbox"/> RESPECTFUL
<input type="checkbox"/> CONFIDENT	<input type="checkbox"/> HARD WORKING	<input type="checkbox"/> OBSERVANT	<input type="checkbox"/> SELF-DIRECTED
<input type="checkbox"/> CONSCIENTIOUS	<input type="checkbox"/> INDEPENDENT	<input type="checkbox"/> PROFESSIONAL	<input type="checkbox"/> SENSITIVE
<input type="checkbox"/> DEPENDABLE	<input type="checkbox"/> INQUISITIVE	<input type="checkbox"/> QUICK LEARNER	<input type="checkbox"/> TEAM PLAYER
<input type="checkbox"/> EFFICIENT	<input type="checkbox"/> MATURE	<input type="checkbox"/> RELIABLE	<input type="checkbox"/> THOROUGH

Health Partnership: 1 2 3 4 5 6 7 N/A

This Student:

- Recognizes the social determinants of health.
- Describes the healthcare needs of patients from diverse populations and develops appropriately tailored care delivery strategies.
- Develops the skills and attitude to work in partnership with members of the community to promote health, disease prevention and chronic care management.
- Appreciates the impact of the social and economic contexts on healthcare delivery.

Circle words which best describe the student: ambitious attentive capable coachable confident composed cooperative conscientious considerate cautious decisive dependable determined empathetic engaged enthusiastic hard worker humble knowledgeable leader logical mature reliable resourceful responsible self-assured team-player takes initiative well-read

Sample sections from visiting student evaluation forms.

Additional categories of evaluation included:

- Appropriately acquires informed consent (n=5)
- Recognition of social determinants of health
- Diagnostic test selection
- Lifelong learning skills
- Student response to added stress
- Identifies importance of care for underserved populations
- Identifies and utilizes community and system resources
- Select 5 words from a list to describe the student
- Time management skills, balance/prioritization of tasks
- Motivation/initiative

Evaluation Categories	% of Schools	IUSM APM
Communication*	94%	X
Formative/Summative Comments	94%	X
Professionalism*	91%	X
Interprofessionalism	85%	X
History & Physical	82%	X
Medical Knowledge*	79%	X
Assessment & Plan	79%	X
PBLI/EBM*	79%	X
Patient Care*	76%	
Differential Diagnosis	64%	
Systems-Based Practice*	61%	
Charting/Notes	61%	
Self-Awareness/Receptive to feedback	48%	X
Procedural Skills	42%	X

*ACGME core competencies
Osteopathic skills were evaluated at 97% of DO schools
Evaluation Categories from VSLO Medical Schools compared to IUSM APM Evaluation.