



F143

# Out the door: Are Students Ready for Supervised Clinical Practice?

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# Supervised Clinical Practice

- Opportunity for students to apply, develop, and supplement knowledge and skills obtained in the academic or didactic setting.



# ARC-PA Standards

## Supervised Clinical Practice

- B1.03 The curriculum *must* be of *sufficient* breadth and depth to prepare the student for the clinical practice of medicine.
- B1.09 For each didactic and clinical course, the program *must* define and publish *instructional objectives* that guide student acquisition of required *competencies*.
  - ANNOTATION: *Instructional objectives* stated in measurable terms allow assessment of student progress in developing the *competencies* required for entry into practice. They address learning expectations of students and the level of student performance required for success.



# ARC-PA Standards

## Supervised Clinical Practice

- B1.10 The program *should* orient *instructional faculty* to the specific *learning outcomes* it requires of students.
  - ANNOTATION: Program and *principal faculty* need to work collaboratively with *instructional faculty* in designing courses with appropriate *learning outcomes* and student assessment tools that reflect the *learning outcomes* expected of students.



# ARC-PA Standards

## Supervised Clinical Practice

- B2.05 The program curriculum *must* include instruction in patient evaluation, diagnosis and management.
- C3.01 The program *must* conduct *frequent*, objective and documented evaluations of students related to *learning outcomes* for both didactic and supervised clinical education components.
- C3.02 The program *must* document student demonstration of defined professional behaviors.
- **C3.03 The program *must* monitor and document the progress of each student in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for *remediation*.**



# Why Develop Any Tools?

- MUST
  - Evaluate
  - Assess
    - Learning Outcomes
    - Competency



# Why Develop Any Tool?

- Didactic Year Behaviors
  - Professional Dress
  - Inattention
  - Tardiness
  - Ability to self reflect
    - Instructional feedback
  - Lack of insight
  - Only achieving minimum standards

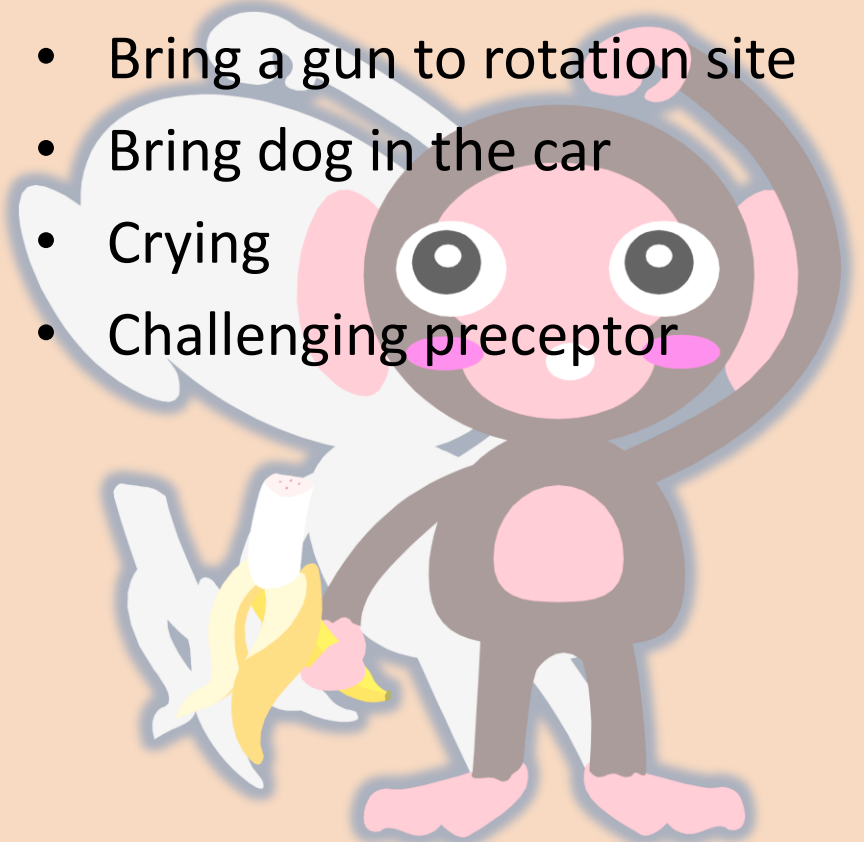
# Why Develop any Tool?

## Student Examples

- I never learned how to take a blood pressure!
- They never told me I needed to know that!
- I was told not to say anything unless I was 100% sure
- I'm consistently at 70%, isn't that good enough?
- I think they're working me too hard~12 hour surgery days
- If a case is going on, can't I excuse myself to go eat?

## Student Extremes

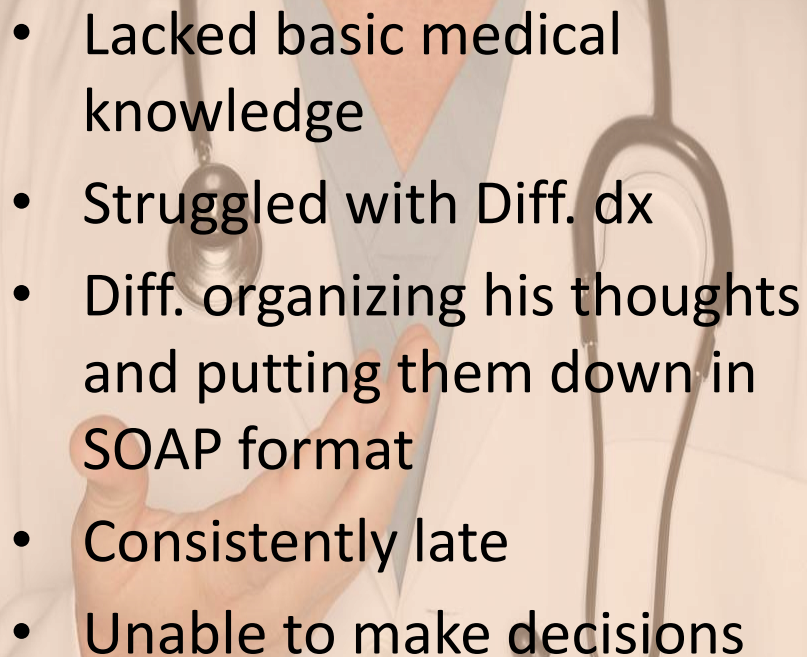
- Bring a gun to rotation site
- Bring dog in the car
- Crying
- Challenging preceptor

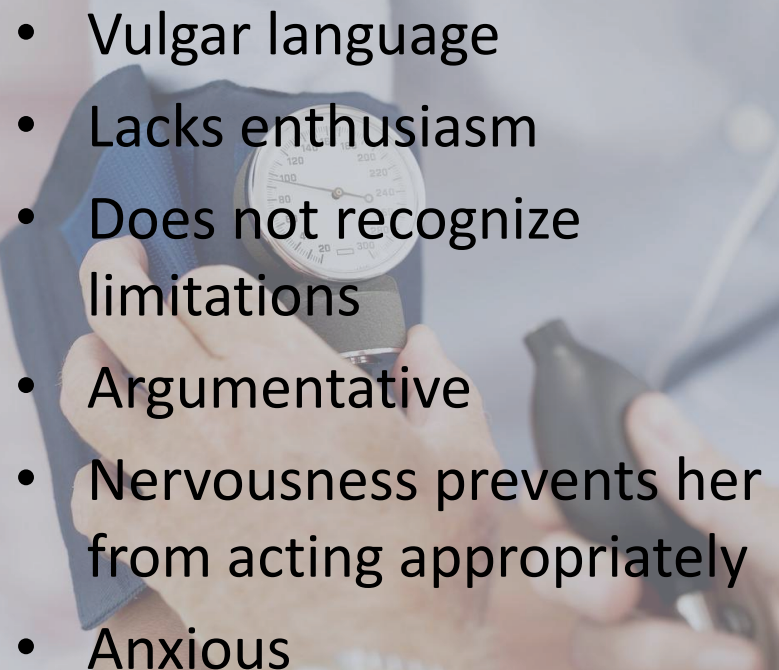




# Why Develop any Tool?

## Preceptor Comments

- 
- Lacked basic medical knowledge
  - Struggled with Diff. dx
  - Diff. organizing his thoughts and putting them down in SOAP format
  - Consistently late
  - Unable to make decisions

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- Vulgar language
  - Lacks enthusiasm
  - Does not recognize limitations
  - Argumentative
  - Nervousness prevents her from acting appropriately
  - Anxious



# End of Didactic Year Assessments

- In addition to OSCE-type Final Clinical case presentation and examination in PD
- Head to toe exam
- 129 skills evaluated

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**Physical Examination Grading Checklist – Exam**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Check Items Performed

<b>General</b> (if unable to exam body)	___ Test nasal patency bilaterally
___ Introduce him/herself to patient	___ Nasal speculum exam with verbal
___ Wash hands before touching patient	___ Inspect lips, teeth, gums, mucosa, tonsils, with verbalization
___ Verbalize a general assessment	___ Ask patient to say "Ah"
___ Take pulse, resp. rate, & BP	___ Test tongue protrusion & side-to-side
___ Inspect skin, w/ verbalization	___ Palpate oral cavity (glottid, uvula, etc.)
___ Palpate skin (turgor, texture, temp)	<input type="checkbox"/> Total (need 12)
<input type="checkbox"/> Total Points (need 5/5)	

<b>Head &amp; Eyes</b>	<b>Neck</b>
___ Visualize inspection of facial features	___ Inspect neck with verbalization
___ Test for facial muscle function (CN VII)	___ Ask patient to perform neck ROM
___ Inspect & Palpate hair, scalp, skull	___ Check lateral neck relation against resistance
___ Palpate facial bones	___ Check shoulder shrug against resistance
___ Palpate I&L ROM	___ Palpate cervical lymph nodes with verbalize
___ Palpate masseter muscles	___ Palpate carotid arteries bilaterally
___ Test for fight or flight eye face	___ Auscultate carotids bilaterally
___ Inspect external eyes with verbalization	___ Palpate tracheal position
___ Test visual acuity with hand-held chart	___ Palpate thyroid gland
___ Assess depth of anterior chamber	<input type="checkbox"/> Total (need 7/8)
___ Check consensual light reflex with verbal	
___ Test direct pupillary light reflex	<b>Upper Extremities</b>
___ Test consensual pupillary light reflex	___ Inspect UE with verbalization
___ Test extraocular movements	___ Palpate shoulders & verbalize landmarks
___ Test accommodation	___ Palpate elbows & verbalize landmarks
___ Do an ophthalmoscopic exam (light dim)	___ Palpate wrists & verbalize landmarks
___ Verbalize rod reflex & fundus landmarks	___ Palpate hand/fingers & verbalize landmarks
<input type="checkbox"/> Total (need 14/17)	___ Check shoulder ROM (flex, ext, abduct, adduct, int rot, ext rot)

<b>Ears, Nose, &amp; Throat</b>	___ Strength test shoulder abduction & adduction
___ Inspect external ear with verbalization	___ Check elbow ROM (flex, ext, pronate, supinate)
___ Check hearing	___ Strength test elbow (flexion & extension)
___ Palpate external ear	___ Check wrist ROM (flex, ext, ulnar & radial dev.)
___ Otoposcopic exam with verbalization	___ Strength test wrist flexion & extension
___ Inspect external nose with verbalization	___ Test grip strength (grip fingers of dominant)
___ Palpate external nose	___ Extend & spread fingers
	<input type="checkbox"/> Total (need 13/13)

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# End of Didactic Year Assessments

- PACKRAT #1
- Clinical Readiness Assessment
- Proficiency Examination
- ½ day clinical encounter preceptor evaluation



# Outcome Assessments

## PRE-INTERVENTION EXAMPLES

Student	SP Pharm Grade	Clinical Medicine Grade	1st Rotation	2nd Rotation	3rd Rotation	Preceptor Comments
1	B	B+	Fail (<73%)	Pass (77%)	Pass	Negative
2	B-	B	Meets (73%)	Meets (73%)	Fail	Negative



# Outcome Assessments

## POST-INTERVENTION EXAMPLES

Student	SP Pharm Grade	SP Clinical Medicine Grade	1st rotation	2nd Rotation	3rd Rotation	Intervention tool used	Outcome
3	B	B+	Exceeds (89%)	Exceeds (89%)	Exceeds (93%)	Readiness Assessment/ H&P eval	Graduate
4	B-	B	Meets (85%)	Meets (85%)	Exceeds (100%)	Readiness Assessment	Graduate
5	B-	B	Exceeds (100%)	Meets (81%)	Exceeds (89%)	Head to toe & PACKRAT	Graduate
6	B+	B-	Failed	Exceeds (89%)	Failed	Readiness Assessment	Dismissed



# THANK YOU!

- Discussion
- Questions?