Loyola University Chicago Stritch School of Medicine  
Inpatient Pediatrics Evaluation

<table>
<thead>
<tr>
<th>Clinical Knowledge</th>
<th>Communication Skills – Presentations on Rounds</th>
<th>Communication Skills – Presentation of Assigned Topic(s)</th>
<th>Communication Skills – Interacting with Patients and Families</th>
<th>Patient Care – Histories and Physicals</th>
<th>Patient Care – Note Writing</th>
<th>Patient Care – Laboratory and Radiologic Data Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Major deficiencies in clinical/relevant basic science knowledge base</td>
<td>□ Presentations ill prepared, lack important information, contain inaccurate data</td>
<td>□ Demonstrates little/no preparation, disorganized, no new information presented</td>
<td>□ Is insensitive, tactless – fails to detect nonverbal cues</td>
<td>□ H&amp;Ps unreliable, contain major omissions, disorganized</td>
<td>□ Notes unreliable, unorganized, contain significant omissions</td>
<td>□ Unable to interpret most basic data</td>
</tr>
<tr>
<td>□ Understanding of basic concepts marginal – below expected level</td>
<td>□ Presentations orderly, accurate but with some omissions</td>
<td>□ Orderly presentation but summarizes only one source &amp; provides little new information</td>
<td>□ Occasionally inattentive, sometimes uses terms the patient/family cannot understand</td>
<td>□ H&amp;Ps organized but contain some omissions</td>
<td>□ Notes organized but omit some relevant issues/data</td>
<td>□ Marginal interpretation of data with problems relating data to patients</td>
</tr>
<tr>
<td>□ Clinical knowledge appropriate to level of training – understands basic pathophysiology &amp; common/simple disease states</td>
<td>□ Presentations accurate, orderly, contain all the basic information – appropriate to level of training</td>
<td>□ Clear, concise presentation, utilizes more than one source, offers new information</td>
<td>□ Develops rapport with patient &amp; immediate family, avoids medical jargon, appreciates nonverbal cues, can deal with most day to day patient/family interactions</td>
<td>□ H&amp;Ps organized, accurate, all major issues/findings are identified</td>
<td>□ Notes accurate, complete &amp; identify all ongoing problems</td>
<td>□ Interprets basic data &amp; able to relate data to patients</td>
</tr>
<tr>
<td>□ Demonstrates knowledge of more complex disease states, complex physiology &amp; treatments</td>
<td>□ Presentations more concise, articulate with emphasis on important issues/data. Knows all lab/radiology data</td>
<td>□ Clear, concise presentations, utilizes multiple sources, new information provided &amp; summarizes/reviews specific learning objectives</td>
<td>□ Willing to deal with more difficult situations &amp; can do so with little input from supervisors</td>
<td>□ H&amp;Ps organized, accurate, complete &amp; include appropriate focused historical data &amp; physical examinations which demonstrate knowledge of an appropriate differential diagnosis</td>
<td>□ Notes accurate, complete &amp; indicate clear plans for each ongoing problem</td>
<td>□ Independently seeks out data, consistently offers interpretation &amp; suggests further workup</td>
</tr>
<tr>
<td>□ Thorough knowledge of complex issues/uncommon illnesses including being up to date on current literature</td>
<td>□ Presentations concise, articulate &amp; demonstrate a high level of insight/synthesis – minimal to no use of notes</td>
<td>□ Utilizes &amp; summarizes multiple sources including recent studies with a review of the studies’ techniques, data &amp; conclusions</td>
<td>□ Outstanding rapport with patient &amp; entire family – actively seeks to handle difficult situations/topics – relates to &amp; engages all family members</td>
<td>□ H&amp;Ps include even subtle findings &amp; the HPIs &amp; exams clearly demonstrate knowledge of prioritized differential diagnoses for the issues at hand</td>
<td>□ Notes concise &amp; analytical reflecting thorough understanding of disease process, patient’s conditions &amp; both immediate &amp; more distant plans</td>
<td>□ Demonstrates understanding of subtle findings within lab/radiologic data &amp; able to relate different data into a unified hypothesis</td>
</tr>
</tbody>
</table>

This column = top 10% of students.
Loyola University Chicago Stritch School of Medicine
Inpatient Pediatrics Evaluation

Patient Care – Overall Patient Care Activities

☐ Lacks initiative, does not recognize limits, care could be dangerous to patients
☐ Follows management plans outlined by team, reliable to do what is instructed, but minimal self initiative
☐ Takes appropriate initiative, follows up, is always reliable, helps others
☐ Seeks added responsibility, consistently suggests diagnostic/therapeutic plans
☐ Acts independently, families refer to student as “their doctor,” takes full responsibility for patients
☐ Not Observed

Practice Based Improvement

☐ No evidence of independent learning, often unprepared to describe what was learned from prior day’s reading
☐ Reads some, but not enough, reading too superficial, reads only what is prescribed
☐ Reads independently, daily is able to describe what was learned from prior day’s reading, occasionally uses multiple sources
☐ More consistently uses multiple sources including some primary literature & able to describe the data/conclusions of those sources
☐ Reads extensively & reading is goal directed & self motivated – consistently shares new knowledge with team
☐ Not Observed

Social & Community Context of Health Care – Utilization of Ancillary Health Care Services (AHCS)

☐ Unaware of &/or does not utilize AHCS in care of assigned patients
☐ Utilizes AHCS only when told & does not independently interact with AHCS personnel
☐ Appropriately utilizes AHCS, able to independently interact with them
☐ Independently seeks out/recommends/utilizes AHCS for assigned patients
☐ Anticipates both immediate & more long term needs of patients in seeking out AHCS
☐ Not Observed

Students should possess all of the following qualities:

- respectful
- properly groomed/dressed
- punctual
- conscientious
- honest
- compassionate
- considerate of others
- reliable
- appropriately motivated

Please mark the appropriate box.

☐ Meets Expectations
☐ Concerns (Please explain further.)

Summative Comments:

________________________________________________________________________________________________________________________________________

Formative Comments (not to be included in Dean’s Letter, unless multiple evaluators share the same critique):

________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________

Faculty Signature (ATTENDING 1)  Faculty Signature (RESIDENT 1)  Student Signature

Faculty Signature (ATTENDING 2)  Faculty Signature (RESIDENT 2)  Date

By signing this form, you agree to submit ALL evaluations completed about you during this clerkship—each unaltered after completed/signed by the evaluator(s).