# Loyola University Chicago Stritch School of Medicine
## Outpatient Pediatrics Evaluation

**STUDENT NAME:** _______________________________  **DATES:** ________________________________  **SITE:** ______________________

### Clinical Knowledge – Common Outpatient Childhood Illnesses/Symptoms
- □ Major deficiencies in clinical/relevant basic science knowledge base
- □ Understanding of basic concepts marginal – below expected level
- □ Clinical knowledge appropriate to level of training – understands basic pathophysiology and common/simple disease states
- □ Demonstrates knowledge of more complex disease states, complex physiology and treatments
- □ Thorough knowledge of complex issues/uncommon illnesses including being up to date on current literature
- □ Not Observed

### Clinical Knowledge – Pediatric Developmental Milestones and Age Appropriate Immunizations, Screenings
- □ Major deficiencies
- □ Understanding marginal – below expected level
- □ Appropriate knowledge – at expected level
- □ Knowledge more complete clearly outline all health maintenance and disease prevention issues for individual patients
- □ Thorough complete knowledge including understanding of subtleties
- □ Not Observed

### Communication Skills – Case Presentations
- □ Presentations ill prepared, lack important information, contain inaccurate data
- □ Presentations orderly, accurate but with some omissions
- □ Presentations accurate, orderly, contain all the basic information – appropriate to level of training
- □ Presentations more concise, articulate with emphasis on important issues/data. Knows all lab/radiology data
- □ Presentations concise, articulate and demonstrate a high level of insight/synthesis. Minimal to no use of notes
- □ Not Observed

### Communication Skills – Interactions with Patients and Families
- □ Is insensitive, tactless – fails to detect nonverbal cues
- □ Occasionally inattentive, sometimes uses terms the patient/family cannot understand
- □ Develops rapport with patient and immediate family, avoids medical jargon, appreciates nonverbal cues, can deal with most day to day patient/family interactions
- □ Willing to deal with more difficult situations and can do so with little input from supervisors
- □ Outstanding rapport with patient and entire family – actively seeks to handle difficult situations/topics – relates to and engages all family members
- □ Not Observed

### Patient Care – Note Writing
- □ Notes unreliable, unorganized, contain significant omissions
- □ Notes organized but omit some relevant issues/data
- □ Notes accurate, complete and identify all ongoing problems
- □ Notes accurate, complete and indicate clear plans for each ongoing problem
- □ Notes concise and analytical reflecting thorough understanding of disease process, patient’s conditions and both immediate and more distant plans
- □ Not Observed

### Patient Care – Laboratory and Radiologic Data Interpretation
- □ Unable to interpret most basic data
- □ Marginal interpretation of data with problems relating data to patients
- □ Interprets basic data and able to relate data to patients
- □ Independently seeks out data, consistently offers interpretation and suggests further workup
- □ Demonstrates understanding of subtle findings within lab/radiologic data and able to relate different data into a unified hypothesis
- □ Not Observed

### Patient Care – Utilization of Otoscope
- □ Does not know how to use
- □ Uses, but needs significant improvement and/or misses obvious lesions
- □ Uses properly and identifies major findings – employs pneumatic otoscope when appropriate
- □ Uses properly and identifies major findings – employs pneumatic otoscope – appreciates subtle findings
- □ Not Observed
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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 and able to describe the data/conclusions of those sources
- Reads extensively and reading is goal directed and self motivated – consistently shares new knowledge with team
- Not Observed

Social & Community Context of Health Care – Utilization of Ancillary Health Care Services (AHCS), Consultants & Office Staff in Care of Patients

- Unaware of and/or does not utilize
- Utilizes and interacts with only when suggested to do so
- Appropriately utilizes and can independently interact with – at appropriate level
- Independently seeks out/utilizes for immediate needs of patients
- Anticipates both immediate and more long term needs of patients
- Not Observed

Professionalism

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:

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

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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).