

# Loyola University Chicago Stritch School of Medicine

## Inpatient Medicine Mid Evaluation

STUDENT NAME: \_\_\_\_\_ SITE: \_\_\_\_\_

Faculty Name (print): \_\_\_\_\_

### Clinical Knowledge – Laboratory and Radiologic Data Interpretation

- |  |   |  |  |   |   |
|--|---|--|--|---|---|
| <input type="checkbox"/> Major deficiencies in clinical/relevant basic sciences. Unable to interpret most basic data | <input type="checkbox"/> Understanding of basic concepts marginal – below expected level. Marginal interpretation of data | <input type="checkbox"/> Clinical knowledge appropriate to level of training – understands basic pathophysiology; can interpret basic data | <input type="checkbox"/> Demonstrates knowledge of more complex disease states, physiology & treatments; Independently identifies data, correct interpretation & suggests further workup | <i><b><u>This column = top 10% of students.</u></b></i><br><input type="checkbox"/> Thorough knowledge of complex issues/uncommon illnesses. Understands subtle findings within lab/radiologic data & able to form a unified hypothesis | <input type="checkbox"/> Not Observed Or Not enough sample size |
|--|---|--|--|---|---|

### Communication Skills – Presentations on Rounds

- |  |  |  |  |   |   |
|--|--|--|--|---|---|
| <input type="checkbox"/> Presentations ill prepared, lack important information, contain inaccurate data | <input type="checkbox"/> Presentations orderly, accurate but with some omissions | <input type="checkbox"/> Presentations accurate, orderly, contain all the basic information – appropriate to level of training | <input type="checkbox"/> Presentations more concise, articulate with emphasis on important issues/data. Knows all lab/radiology data | <input type="checkbox"/> Presentations concise, articulate & demonstrate a high level of insight/synthesis – minimal to no use of notes | <input type="checkbox"/> Not Observed Or Not enough sample size |
|--|--|--|--|---|---|

### Practice Based Improvement – Topic Presentations

- |  |  |   |  |  |   |
|--|--|---|--|--|---|
| <input type="checkbox"/> Demonstrates little/no preparation, disorganized, no new information presented<br>No evidence of independent learning | <input type="checkbox"/> Orderly topic presentation but summarizes only one source; provides little new information<br><br><input type="checkbox"/> Reads some, but not enough, too superficial, only what is prescribed | <input type="checkbox"/> Clear, concise topic presentation, utilizes more than one source, offers new information; Reads independently, able to describe what was learned, occasionally uses multiple sources | <input type="checkbox"/> Clear, concise topic presentations, utilizes multiple sources, new information provided<br><br><input type="checkbox"/> Reads extensively; reading is goal directed & self motivated – shares new knowledge with team | <input type="checkbox"/> Utilizes & summarizes multiple sources including recent studies with a review of the studies' techniques, data & conclusions; summarizes specific learning objectives, able to describe the data/conclusions of those sources | <input type="checkbox"/> Not Observed Or Not enough sample size |
|--|--|---|--|--|---|

### Communication Skills – Interacting with Patients and Families

- |  |  |   |  |  |   |
|--|--|---|--|--|---|
| <input type="checkbox"/> Is insensitive, tactless – fails to detect nonverbal cues | <input type="checkbox"/> Occasionally inattentive, sometimes uses terms the patient/family cannot understand | <input type="checkbox"/> Develops rapport with patient & immediate family, avoids medical jargon, appreciates nonverbal cues, can deal with most day to day patient/family interactions | <input type="checkbox"/> Willing to deal with more difficult situations & can do so with little input from supervisors | <input type="checkbox"/> Outstanding rapport with patient & entire family – actively seeks to handle difficult situations/topics – relates to & engages all family members | <input type="checkbox"/> Not Observed Or Not enough sample size |
|--|--|---|--|--|---|

### Patient Care – Note Writing

- |  |  |  |   |   |   |
|--|--|--|---|---|---|
| <input type="checkbox"/> Progress and admit notes unreliable, unorganized, contain significant omissions | <input type="checkbox"/> Progress and admit notes organized but omit some relevant issues/data | <input type="checkbox"/> Progress and admit notes accurate, complete & identify all ongoing problems | <input type="checkbox"/> Progress and admit notes accurate & complete with clear plans for each ongoing problem | <input type="checkbox"/> Notes concise/analytical reflecting thorough understanding of disease process, patient's conditions & both immediate & long term plans | <input type="checkbox"/> Not Observed Or Not enough sample size |
|--|--|--|---|---|---|

### Patient Care – Overall Patient Care Activities

- |   |  |   |   |  |   |
|---|--|---|---|--|---|
| <input type="checkbox"/> Lacks initiative, does not recognize limits, care could be dangerous to patients | <input type="checkbox"/> Follows management plans outlined by team, reliable to do what is instructed, but minimal self initiative | <input type="checkbox"/> Takes appropriate initiative, follows up, is always reliable, helps others | <input type="checkbox"/> Seeks added responsibility, consistently suggests diagnostic/therapeutic plans | <input type="checkbox"/> Acts independently, families refer to student as “their doctor” or praise from patient is unsolicited; takes full responsibility for patients | <input type="checkbox"/> Not Observed Or Not enough sample size |
|---|--|---|---|--|---|

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

- |   |   |  |   |  |   |
|---|---|--|---|--|---|
| <input type="checkbox"/> Unaware of &/or does not utilize AHCS in care of assigned patients | <input type="checkbox"/> Utilizes AHCS only when told & does not independently interact with AHCS personnel | <input type="checkbox"/> Appropriately utilizes AHCS, able to independently interact with them | <input type="checkbox"/> Independently seeks out/recommends/utilizes AHCS for assigned patients | <input type="checkbox"/> Anticipates both immediate & more long term needs of patients in seeking out AHCS | <input type="checkbox"/> Not Observed Or Not enough sample size |
|---|---|--|---|--|---|

The student should possess all of the following qualities. Please mark the appropriate box.

- Meets Expectations                       Concerns (Please explain further in comments below.)

respectful	properly groomed/dressed	punctual	conscientious	honest	compassionate	considerate of others	reliable	appropriately motivated
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**Formative Comments: (Please write comments here that should not be included in the Dean’s letter)**

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**Summative Comments:**

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Average number of patients followed:    1-2    3-4    5-6    >6                       Reporter     Interpreter     Manager     Educator

**[ ] I attest that I have not previously provided health services to this student.**

Faculty Signatures	Date	Resident Signatures	Date	Student Signature	Date
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*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).*