

Loyola University Chicago Stritch School of Medicine

Nursery Pediatrics Evaluation

STUDENT NAME: _____

DATES: _____

SITE: _____

Clinical Knowledge – Normal and Common Abnormalities/Infants Admitted to a Newborn Nursery

This column = top 10% of students.

- | | | | | | |
|---|--|---|--|---|---------------------------------------|
| <input type="checkbox"/> Major deficiencies | <input type="checkbox"/> Understanding of basic concepts marginal – below expected level | <input type="checkbox"/> Appropriate to level of training | <input type="checkbox"/> Demonstrates knowledge of more complex issues, including treatments | <input type="checkbox"/> Thorough knowledge of complex issues/uncommon defects including being up-to-date on current literature | <input type="checkbox"/> Not Observed |
|---|--|---|--|---|---------------------------------------|

Communication Skills – Presentations of Prenatal, Birth History & Newborn Exam During 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 and contain all the basic information – appropriate for level of training | <input type="checkbox"/> Presentations more concise, articulate with emphasis on important issues/data. Knows all lab/radiology data | <input type="checkbox"/> In addition to the above, student demonstrates a high level of insight/synthesis. Minimal to no use of notes | <input type="checkbox"/> Not Observed |
|--|--|--|--|---|---------------------------------------|

Communication Skills – Discussions with Parents

- | | | | | | |
|--|---|---|---|--|---------------------------------------|
| <input type="checkbox"/> Is insensitive, tactless – fails to detect nonverbal cues | <input type="checkbox"/> Occasionally inattentive, sometimes uses terms mothers cannot understand | <input type="checkbox"/> Develops good rapport with mothers, avoids medical jargon, appreciates nonverbal cues, can deal with most day to day interactions with mothers | <input type="checkbox"/> Willing to deal with more difficult situations and can do so with minimal input from superiors | <input type="checkbox"/> Outstanding rapport with mothers – actively seeks to handle more difficult situations – relates to all family members | <input type="checkbox"/> Not Observed |
|--|---|---|---|--|---------------------------------------|

Patient Care – Newborn Exam

- | | | | | | |
|--|---|--|---|---|---------------------------------------|
| <input type="checkbox"/> Poor technique and/or fails to recognize major findings | <input type="checkbox"/> Exam marginal and/or misses some abnormalities | <input type="checkbox"/> Proper technique, all steps performed and major findings identified | <input type="checkbox"/> Proper technique, all steps performed and major findings identified – able to explain all findings and suggest future workup | <input type="checkbox"/> Proper technique, all steps performed and major findings identified – able to explain all findings and suggest future workup – can elicit and interpret even subtle findings | <input type="checkbox"/> Not Observed |
|--|---|--|---|---|---------------------------------------|

Patient Care – Note Writing

- | | | | | | |
|--|---|---|---|---|---------------------------------------|
| <input type="checkbox"/> Notes unreliable, unorganized and contain significant omissions | <input type="checkbox"/> Notes organized but omit some relevant issues/data | <input type="checkbox"/> Notes accurate, complete and identify all ongoing problems | <input type="checkbox"/> Notes accurate, complete and identify all ongoing problems - notes indicate clear plans for each ongoing problem | <input type="checkbox"/> Notes concise and analytical reflecting thorough understanding of disease process, children's conditions and both immediate and more distant plans | <input type="checkbox"/> Not Observed |
|--|---|---|---|---|---------------------------------------|

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, but little more reliable to do what is instructed, but minimal self initiative | <input type="checkbox"/> Takes appropriate initiative, follows up, 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,” takes full responsibility for patients | <input type="checkbox"/> Not Observed |
|---|--|--|---|--|---------------------------------------|

Practice Based Improvement

- | | | | | | |
|--|--|---|--|--|---------------------------------------|
| <input type="checkbox"/> No evidence of independent learning, often unprepared to describe what was learned from prior day's reading | <input type="checkbox"/> Reads some, but not enough, reading too superficial, reads only what is prescribed, uses only a single source | <input type="checkbox"/> Reads independently, daily is able to describe what was learned from prior day's reading, occasionally uses multiple sources | <input type="checkbox"/> More consistently uses multiple sources including some primary literature and is able to describe the data/conclusions of those sources | <input type="checkbox"/> Reads extensively and reading is goal directed and self motivated – consistently shares new knowledge with team | <input type="checkbox"/> Not Observed |
|--|--|---|--|--|---------------------------------------|

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

- | | | | | | |
|---|---|--|---|---|---------------------------------------|
| <input type="checkbox"/> Unaware of and/or does not utilize AHCS and consultants in care of assigned patients | <input type="checkbox"/> Utilizes AHCS and consultants only when told to and does not independently interact with AHCS personnel or consultants | <input type="checkbox"/> Appropriately utilizes AHCS and consultants for assigned patients and is able to independently interact with them | <input type="checkbox"/> Independently seeks out/recommends/utilizes AHCS and consultants for assigned patients | <input type="checkbox"/> Anticipates both immediate and more long term needs of patients in seeking out AHCS and consultants for patients | <input type="checkbox"/> 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
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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).