

# USUHS DEPARTMENT OF PEDIATRICS

## INPATIENT STUDENT EVALUATION

STUDENT:

BLOCK:

NO STUDENT  
PHOTO AVAILABLE

EVALUATOR:

POSITION:

ROTATION:     Ward     Nursery

*Staff or PGY-1,2,3*

UNACCEPTABLE	NEEDS IMPROVEMENT	ACCEPTABLE	ABOVE AVERAGE	OUTSTANDING
<b>RELIABILITY/COMMITMENT</b>				<i>PROFESSIONALISM</i>
<input type="checkbox"/> Unexplained absences, unreliable	<input type="checkbox"/> Often unprepared, appears lackadaisical in approach to education and patient care	<input type="checkbox"/> Devotes the time and energy required for education and patient care, fulfills responsibility	<input type="checkbox"/> High degree of dedication to education and patient care, seeks responsibility sometimes beyond assigned tasks	<input type="checkbox"/> Unusual dedication to education and patient care, actively seeks responsibility beyond assigned tasks
<b>INTERPERSONAL RELATIONSHIPS - TEAM</b>				
<input type="checkbox"/> Negative interactions with other members of the health care team	<input type="checkbox"/> Does not participate as a member of the health care team	<input type="checkbox"/> Fulfills basic responsibilities as a member of the health care team	<input type="checkbox"/> Makes important contributions as a member of the health care team	<input type="checkbox"/> Participates as an involved and enthusiastic member of the health care team
<i>Professionalism Comments:</i>				
<b>HISTORY TAKING</b>				<i>REPORTING</i>
<input type="checkbox"/> Inaccurate, major omissions, inappropriate, psychosocial component entirely missing	<input type="checkbox"/> Incomplete or unfocused, relevant data missing, psychosocial component entirely missing	<input type="checkbox"/> Obtains basic history, accurate, obtains most of the relevant data and most of the psychosocial components	<input type="checkbox"/> Precise, detailed, broad-based, obtains most of the relevant data and most of the psychosocial components	<input type="checkbox"/> Resourceful, efficient, appreciates subtleties, insightful, obtains all relevant data including psychosocial components
<b>PHYSICAL EXAMINATION SKILL</b>				
<input type="checkbox"/> Unreliable	<input type="checkbox"/> Incomplete or inaccurate	<input type="checkbox"/> Major findings identified	<input type="checkbox"/> Organized, focused, relevant	<input type="checkbox"/> Elicits subtle findings
<b>WRITTEN H&amp;P, PROGRESS NOTES</b>				
<input type="checkbox"/> Inaccurate data or major omissions, notes not done consistently	<input type="checkbox"/> Poor flow, omits relevant data, incomplete problem list	<input type="checkbox"/> Accurate, complete	<input type="checkbox"/> Documents key information, focused, organized	<input type="checkbox"/> Concise, reflects thorough understanding of disease process and patient situation
<b>ORAL PRESENTATIONS</b>				
<input type="checkbox"/> Consistently ill-prepared	<input type="checkbox"/> Unfocused, includes irrelevant facts	<input type="checkbox"/> Maintains format, includes all basic information	<input type="checkbox"/> Complete, flows smoothly	<input type="checkbox"/> Comprehensive, poised
<i>Reporting Comments:</i>				

UNACCEPTABLE	NEEDS IMPROVEMENT	AVERAGE	ABOVE AVERAGE	OUTSTANDING
<b>KNOWLEDGE BASE</b>				<i>INTERPRETING</i>
<input type="checkbox"/> Cannot interpret basic data	<input type="checkbox"/> Marginal understanding of basic concepts	<input type="checkbox"/> Demonstrates understanding of basic concepts	<input type="checkbox"/> Thorough understanding of basic pathophysiology	<input type="checkbox"/> Comprehensive understanding
<b>ANALYSIS</b>				
<input type="checkbox"/> Cannot interpret basic data	<input type="checkbox"/> Frequently reports data without analysis	<input type="checkbox"/> Constructs problem list, applies reasonable differential diagnosis	<input type="checkbox"/> Consistently offers reasonable interpretations of data	<input type="checkbox"/> Understands complex issues
<i>Interpreter Comments:</i>				
<b>PATIENT CARE ACTIVITIES</b>				<i>MANAGING</i>
<input type="checkbox"/> Unwilling or unable to do expected patient care activities	<input type="checkbox"/> Needs prodding to complete responsibilities	<input type="checkbox"/> Assumes responsibility, consistently knows test results, maintains patient records	<input type="checkbox"/> Efficient and effective, often takes initiative	<input type="checkbox"/> Functions as Sub-Intern, involves and coordinates health care team
<b>DAILY FOLLOW-UP</b>				
<input type="checkbox"/> Unreliable	<input type="checkbox"/> Inconsistent or inaccurate	<input type="checkbox"/> Monitors active problems, identified new problems	<input type="checkbox"/> Vigilant, independent appraisal	<input type="checkbox"/> Anticipates changes, offers valid plan
<i>Manager Comments:</i>				
<b>EDUCATOR</b>				<i>EDUCATING</i>
<input type="checkbox"/> Completely lacks interest	<input type="checkbox"/> Disinterested in independent reading, unreliable educating patient-parents	<input type="checkbox"/> Does minimal independent reading	<input type="checkbox"/> Uses resources to advance knowledge, educates team, reliably educates patient-parents	<input type="checkbox"/> Extremely motivated, actively seeks learning opportunities, reliably educates patient-parents
<i>Educator Comments:</i>				

### RECOMMENDED OVERALL EVALUATION

<input type="checkbox"/> <b>UNACCEPTABLE</b>	<input type="checkbox"/> <b>MARGINAL, NEEDS TO IMPROVE</b>	<input type="checkbox"/> <b>ACCEPTABLE</b>	<input type="checkbox"/> <b>ABOVE AVERAGE</b>	<input type="checkbox"/> <b>OUTSTANDING</b>
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*Additional Comments:*