

## Evaluation Form

Printed on Mar 28, 2024

**WIP C-SEF - Emergency Medicine Selective (Copy)**

Evaluator: \_\_\_\_\_

Evaluation of: \_\_\_\_\_

Date: \_\_\_\_\_

Have you reviewed the School of Medicine's Course Goals, Learning Objectives and Policies (ATM, Supervision)?  I Attest

Please use the following link to review the School of Medicine's Course Goals, Learning Objectives and Policies (ATM, Supervision):

<https://www.bumc.bu.edu/camed/education/medical-education/faculty-resources/>\*

Review the Policy for Separation of Academic/Physician Roles in the Provision of Health Treatment:  I Attest  
<https://www.bumc.bu.edu/busm/faculty/health-treatment/>

**If you have been involved in direct medical care for this student, please SUSPEND this evaluation.**

I have NOT provided or been involved in direct medical care for this student, to the best of my knowledge.\*

**INSTRUCTIONS**

In order to make these evaluations most helpful to the learner and to mitigate bias that can unknowingly affect assessments, please provide comments on **OBSERVABLE BEHAVIORS** (rather than personality traits) and use **SPECIFIC EXAMPLES** to support the observations you include. Biases to be aware of may include, but are not limited to, unconscious biases based on one's race/ethnicity, religion, sexual orientation, gender identity, or disability or other cognitive biases due to anchoring, availability bias, confirmation bias, groupthink, or reliance on gist, etc.

For the purpose of assessment we ask that you evaluate the student's performance at the end of your working period, considering their ability to absorb and implement feedback. **If you are working from the desktop**

**version of Medhub please hover over the radio buttons for specific descriptions of the students target behaviors**

Type of Service:\*

- {Please choose one}
- Inpatient
- Outpatient
- ER
- Other

This evaluation is:\*

- {Please choose one}
- An Individual Evaluation
- A Group/ Summary Evaluation (Summation of multiple faculty)

Evaluation Role:\*

- {Please choose one}
- Faculty
- Resident Educator
- Other

How many DAYS did you work with this student?\*

- {Please choose one}
- 0,5
- 1
- 1,5
- 2
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Not Obser... Not Enough Infor... to make a Judge...	Needs Intens... Reme... in this Domain	Needs Directed Coac... in this Domain	Appro... Expec... 3rd Year Beha... in this Domain	Expec... 3rd Year Beha... in this Domain	Achie... Beyond 3rd Year Beha... in this Domain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ORAL PRESENTATION SKILLS**

A student meeting the expected 3rd year behaviors in this domain:

- Delivers an accurate, clear, and well-organized EM-style presentation in under 3 minutes that includes pertinent information from other sections of the history (past medical/surgical history, social history, family history, etc.) for most patients
- Presents pertinent positive and negative findings in a manner that enables listener to recognize/prioritize the differential diagnosis
- Presents a summary statement (0-2 sentences) that includes the patient's chief concern, abbreviated HPI, followed by a leading diagnosis and a prioritized differential diagnosis including "can't miss" diagnoses with justifications of why/why not

**Oral Presentation Skills:**

Provide specific example(s) of what the student did that supports what you chose above

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**DOCUMENTATION**

Not Obser... Not Enough Infor... to make a Judge...	Needs Intens... Reme... in this Domain	Needs Directed Coac... in this Domain	Appro... Expec... 3rd Year Beha... in this Domain	Expec... 3rd Year Beha... in this Domain	Achie... Beyond 3rd Year Beha... in this Domain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A student meeting the expected 3rd year behaviors in this domain:

- Attempts to document diagnostic reasoning, medical decision making, and management plan for common ED chief concerns
- Attempts to document a brief synthesis statement with a leading diagnosis and a prioritized differential diagnosis, justifying why/why not with positive and negative findings

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**Documentation Skills:** Provide specific example(s) of what the student did that supports what you chose above

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**DATA SYNTHESIS / DIAGNOSTIC SKILLS**

A student meeting the expected 3rd year behaviors in this domain:

- Reliably synthesizes data from multiple sources (patient, medical records, nursing, family, etc.) into a complete differential, prioritizing "can't miss" diagnoses
- Recognizes and attempts to interpret abnormal vital signs and trends, seeks help when appropriate
- Identifies and attempts to prioritize patients' major biopsychosocial problems and concerns
- Occasionally makes the correct diagnosis for typical presentations of common ED chief concerns

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Data Synthesis / Diagnostic Skills:** Provide specific example(s) of what the student did that supports what you chose above

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**MANAGEMENT PLANNING SKILLS**

A student meeting the expected 3rd year behaviors in this domain:

- Suggests a work-up and management plan for basic EM chief concerns including chest pain, shortness of breath, abdominal pain, headache, minor trauma, etc.
- Attempts to suggest appropriate management suggestions for less common EM chief concerns
- Re-evaluates patients and follows-up results in a timely manner, integrates data into ongoing management plan

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**Management Planning Skills:**

Provide specific example(s) of what the student did that supports what you chose above

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**COMMUNICATING PLAN AND COUNSELING PATIENTS**

A student meeting the expected 3rd year behaviors in this domain:

- Accurately communicates information to the patient with an appropriate level of detail, emphasizes key points and encourages patient questions/perspectives/concerns
- Uses language familiar to the patient based on health literacy, avoids medical jargon, uses interpreter services appropriately
- Checks that patient/family understands explanations/counseling

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Communicating Plan and Counseling Patients Skills:**

Provide specific example(s) of what the student did that supports what you chose above

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TEAMWORK SKILLS**

A student meeting the expected 3rd year behaviors in this domain:

- Demonstrates respectful interactions with all team members
- Integrates into team function by being prepared, completing assigned tasks and volunteering to help
- Demonstrates an understanding of the roles and responsibilities of team members
- Proactively keeps team members informed and up to date when appropriate

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**Teamwork Skills:** Provide specific example(s) of what the student did that supports what you chose above

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PROFESSIONALISM AND HUMANISTIC CONDUCT**

A student meeting the expected 3rd year behaviors in this domain:

- Shows patients, colleagues, and staff respect, empathy, and compassion
- Validates patients' physical and emotional needs and tries to address them
- Demonstrates preparedness, punctuality, and reliability with student responsibilities
- Maintains confidentiality and demonstrates trustworthiness with patients, colleagues, staff, and team members
- Receives feedback openly and uses it to grow and change behavior

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**Professionalism and Humanistic Conduct:** Provide specific example(s) of what the

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student did that supports what you chose above

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Additionally, please provide comments here regarding the students professional behavior related to clerkship responsibilities outside of patient care.

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**FORMATIVE COMMENTS**  
(these comments are NOT for inclusion in the Dean's Letter)

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Inform student about specific ways to work/improve/change, focusing your feedback on areas where they are getting checkmarks below the target behaviors. Please be specific. \*

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**SUMMATIVE COMMENTS**

Provide a narrative of the student's overall performance. \*

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