

# Evaluation Form

Printed on Mar 28, 2024

## WIP C-SEF - Family Medicine Clerkship (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/\\*\\*](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
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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 presentations that are accurate, clear, well organized, focused, and concise for most patients
- Accurately reports patient data (history, exam, tests)
- Effectively engages audience in delivery of presentation (e.g., making frequent eye contact, not reading directly from notes, etc.)
- Presents pertinent positive and negative findings in a manner that enables listener to recognize/prioritize the differential diagnosis and rule in/out diseases)
- Presents clinical reasoning, including a synthesis statement (i.e., "one-liner") with a leading diagnosis, a prioritized differential diagnosis with justification, and a management plan for common conditions

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**Oral Presentation Skills:**

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

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**DOCUMENTATION**

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

- Writes notes that are complete, accurate, and well-organized
- Documents diagnostic reasoning, including a synthesis statement (i.e., "one-liner") with a leading diagnosis and a prioritized differential diagnosis, justifying it with epidemiology (e.g., prevalence) and positive and negative findings
- Creates a problem list that is appropriately prioritized and complete for major biopsychosocial problems
- Provides an appropriate rationale for the management plan for common conditions
- Includes healthcare maintenance and a follow up plan for each patient

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□	□	□	□	□	□
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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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Student	Student	Student	Student	• Identifies	• Identifies

▼ Expand ▼

**DATA SYNTHESIS / DIAGNOSTIC SKILLS**

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

- Identifies and attempts to prioritize patients' major biopsychosocial problems and concerns, in the synthesis statement (i.e., "one-liner")
- Prioritizes differential diagnosis accurately for majority of common clinical problems specific to the patient including "can't miss" diagnoses
- Justifies differential diagnosis logically for common clinical problems by using relevant epidemiology (e.g., prevalence), pathophysiology, and pertinent positive and negative clinical findings
- Occasionally makes the correct diagnosis for typical presentations of common diseases
- Consistently assesses chronic illness severity or status (i.e. controlled vs uncontrolled)

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**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:

- Provides appropriate management suggestions for most common conditions
- Attempts to provide appropriate management suggestions for less common conditions
- Provides an appropriate rationale for the management of common conditions based on the severity, control and chronicity of the illness
- Accurately assesses health maintenance needs with each visit

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

**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:

- Communicates information to the patient that is accurate
- Communicates an appropriate level of detail, emphasizes key points and encourages patient questions/perspectives/concerns
- Uses language familiar to the patient based on health literacy, avoiding medical jargon, and using an interpreter appropriately

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- Checks that patient/family understands explanations/counseling

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**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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**TEAMWORK SKILLS**

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

- Demonstrates respectful interactions with team members and clinical staff
- Integrates into team function, by being prepared, completing assigned tasks and volunteering to help with team tasks
- Demonstrates an understanding of the roles and responsibilities of interprofessional team members. (e.g. medical assistants, nursing, social work, nutrition)
- Communicates effectively with interprofessional team members
- Proactively keeps team members informed and up to date

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

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

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**PROFESSIONALISM AND HUMANISTIC CONDUCT**

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

- Shows patients, colleagues, and staff respect, empathy, and compassion

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- Demonstrates trustworthiness with patients colleagues, staff and team members
- Validates patient's physical and emotional needs and tries to address them
- Demonstrates preparedness, punctuality, and reliability with student responsibilities
- Maintains confidentiality
- 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 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. \*

**INTERVIEWING TECHNIQUE**

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

- Introduces self to patient and attempts to develops rapport
- Takes a chronologic history of present illness without interruption
- Attempts to use the differential diagnosis to gather data
- Follows an organized interview framework
- Uses summarization of history back to patient or checks for accuracy
- Actively listens using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)
- Completes within appropriate time frame

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

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

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**PHSYICAL EXAM/MENTAL STATUS EXAM SKILLS**

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

- Uses correct technique for routine physical exam in an organized fashion
- Uses the differential diagnosis to guide exam
- Performs examination in a patient- sensitive manner
- Identifies and interprets common and obvious pertinent findings

**PHYSICAL EXAM/MENTAL STATUS EXAM SKILLS:** Provide specific example(s) of what the student did that supports what you chose above

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

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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