

Evaluation Form

Printed on Mar 28, 2024

(COPIED-WIP) C-SEF - Medicine Clerkship

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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- 3
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ORAL PRESENTATION SKILLS

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

- Delivers precise, organized and concise presentations for most patients
- Communicates patient data (history, exam) accurately
- Effectively engages audience in delivery of presentation
- Presents pertinent positive and negative findings for recognizing/prioritizing the differential diagnosis
- Includes a synthesis statement ("one-liner") with a leading diagnosis, prioritized problem list, justified differential diagnosis and management plan

*

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:

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

DOCUMENTATION

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

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"/>

- Writes detailed, concise, updated and well-organized notes independently, and not copy-forward from another provider
- Records diagnostic reasoning, with a synthesis statement ("one-liner") and justified, prioritized differential diagnoses based on relevant positive and negative findings and basic epidemiology
- Creates a comprehensive active problem list that is updated (eg SOB -> CHF), prioritized, and including social determinants of health
- Explains the management plan for common conditions with justification, when needed

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

DATA SYNTHESIS / DIAGNOSTIC SKILLS

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

- Appropriately includes relevant patients' biopsychosocial problems and concerns in synthesis statement
- Accurately prioritizes differential diagnosis for common clinical problems including "can't miss" diagnoses
- Logically justifies differential with epidemiology, pathophysiology, and pertinent positive and negative clinical findings, using point of care resources if appropriate
- Often correctly diagnoses common diseases with typical presentations

Not Observed Not Enough Information to make a Judgment	Needs Intensive Remediation in this Domain	Needs Directed Coaching in this Domain	Approaching Expected 3rd Year Behaviors in this Domain	Expected 3rd Year Behaviors in this Domain	Achieving Beyond 3rd Year Behaviors in this Domain
<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

Not Observed Not Enough	Needs Intensive Remediation	Needs Directed Coaching	Approaching Expected 3rd Year	Expected 3rd Year Behaviors	Achieving Beyond 3rd Year
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Infor... to make a Judge...	in this Domain	in this Domain	Beha... in this Domain	in this Domain	Beha... in this Domain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MANAGEMENT PLANNING SKILLS

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

- Suggests suitable management with rationale for common conditions
- Attempts to suggest appropriate management for less common conditions
- Occasionally incorporates basic risks and benefits analysis into management, when appropriate
- Utilizes point of care resources for basic management development

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Management Planning Skills:

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

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"/>

COMMUNICATING PLAN AND COUNSELING PATIENTS

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

- Provides accurate information to the patient
- Emphasizes key points of diagnosis and/or plan
- Encourages patient questions/perspectives/concerns
- Uses appropriate language based on patient's health literacy
- Avoids medical jargon for most patients
- Engages appropriately with interpreters when interpreters are needed
- Ensures that patient/family understands explanations/counseling using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)

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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

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"/>

TEAMWORK SKILLS

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

- Shows respect towards team members and clinical staff using verbal and non-verbal communication (e.g. avoiding inappropriate cellphone use)
- Integrates into team function by being prepared, completing assigned tasks and volunteering
- Demonstrates an understanding of roles and responsibilities of interprofessional team members
- Communicates effectively with interprofessional team members
- Proactively keeps team members informed and up to date

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

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"/>

PROFESSIONALISM AND HUMANISTIC CONDUCT

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

- Displays respect and empathy towards patients, colleagues and staff
- Acknowledges and tries to address patient's physical and emotional needs
- Demonstrates trustworthiness with patients colleagues, staff and team members
- Is prepared, punctual, and reliable in completing student responsibilities
- Maintains confidentiality

- Receptive to feedback 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

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 build rapport
- Actively listens using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)
- Adapts daily questions to assess for change in status
- Adapts daily questions to reflect a basic differential driven approach appropriate to context and site for basic problems
- Completes within appropriate time frame

Not Observed Not Enough Information to make a Judgment	Needs Intensive Remediation in this Domain	Needs Directed Coaching in this Domain	Approaching Expected 3rd Year Behaviors in this Domain	Exceeding Expected 3rd Year Behaviors in this Domain	Achieving Beyond 3rd Year Behaviors in this Domain
<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

Not Observed Not Enough Information to make a Judgment	Needs Intensive Remediation in this Domain	Needs Directed Coaching in this Domain	Approaching Expected 3rd Year Behaviors in this Domain	Exceeding Expected 3rd Year Behaviors in this Domain	Achieving Beyond 3rd Year Behaviors in this Domain

PHYSICAL EXAM/MENTAL STATUS EXAM SKILLS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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A student meeting the expected 3rd year behaviors in this domain:

- Uses correct technique for routine physical exam
- Performs exam maneuvers based on differential diagnosis
- Performs examination in a patient- sensitive manner
- Identifies and interprets common and obvious pertinent findings

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

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. *

SUMMATIVE COMMENTS

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