Evaluation Form
Printed on Mar 28, 2024

medhub

WIP C-SEF - Neurology 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/**

 Review the Policy for Separation of Academic/Physician Roles in the Provision of Health Treatment: 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.*   ☐ I Attest

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

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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

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How many DAYS did you work with this student?*	☐ {Please choose one} ☐ 0.5 ☐ 1 ☐ 1.5 ☐ 2 ☐ 2.5 ☐ 3 ☐ 3.5 ☐ 4 ☐ 4.5 ☐ 5 ☐ 5.5 ☐ 6 ☐ 6.5 ☐ 7 ☐ 7.5 ☐ 8 ☐ 8.5 ☐ 9 ☐ 9.5 ☐ 10 ☐ 10.5 ☐ 11 ☐ 11.5 ☐ 12 ☐ 12.5 ☐ 13 ☐ 13.5 ☐ 14 ☐ 14.5 ☐ 15 ☐ 15.5 ☐ 16 ☐ 16.5 ☐ 17 ☐ 17.5 ☐ 18 ☐ 18.5 ☐ 19 ☐ 19.5 ☐ 20 ☐ 20.5 ☐ 21 ☐ 21.5 ☐ 22 ☐ 22.5 ☐ 23 ☐ 23.5

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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
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, neurological exam, prior imaging, serum, CSF, and electrophysiological data)

- 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 of the patient's history and neurological examination, with a leading localization and a prioritized differential diagnosis based on that localization, 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 of the patient's history and neurological examination, with a leading localization and a prioritized differential diagnosis based on that localization, 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

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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:

- Identifies and attempts to prioritize patients' major biopsychosocial problems and concerns, in the synthesis statement (i.e., "one-liner")

- Prioritizes differential diagnosis accurately based the localization along the neuro-axis of the patient's historical symptoms and neurological examination signs for most common clinical problems specific to the patient, including "can't miss" diagnoses

- Justifies differential diagnosis logically for common clinical problems by using localizing evidence from the patient's history and neurological examination as well as relevant ancillary data

- Routinely attempts to localize the patient's symptoms and signs along the neuro-axis, and occasionally makes the correct diagnosis for typical presentations of common diseases

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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 diagnostic and therapeutic management suggestions for the most common routine outpatient conditions (e.g., headache, memory loss, dizziness)

- Appropriately incorporates management algorithms for common acute inpatient presentations (e.g., protocol for acute stroke or seizure management)

- Attempts to provide appropriate management suggestions for less common conditions (e.g., multiple sclerosis flare, Guillain-Barre Syndrome)

- Appropriately includes underlying rationale for the management of these conditions

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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:

- 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

- Adapts communication to the clinical context and patient's mental status

- 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 the 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

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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

- 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

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

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INTERVIEWING TECHNIQUE

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

- Introduces self to patient and attempts to develop rapport
- Takes a chronologic history of present illness without interruption
- Attempts to use the principles of localization and 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

* | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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:

- Includes aspects of all routinely tested neurological systems in the routine neurological examination including mental status, cranial nerve, motor, sensory, reflex, coordination, and gait examinations in an organized fashion

- Attempts to uses the patient's history to guide the neurological examination and expands testing of specific neurological systems based on the suspected localization (e.g., neuromuscular, movement, neuro-ophthalmologic, cognitive examinations)

- 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

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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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