

Evaluation Form

Printed on Mar 28, 2024

WIP C-SEF - OBGYN 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: 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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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 pertinent patient data including reproductive history (e.g., Gs/Ps), exam, and tests for uncomplicated patient presentations
- Presents pertinent positive and negative findings in a prioritized way for gynecologic, pregnant, and postpartum patients
- Includes accurate synthesis statements (i.e., "one-liners") for uncomplicated patients

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

DOCUMENTATION

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

- Writes notes that are complete, accurate, and well-organized, with appropriate use of templates for standardized documentation as indicated
- Accurately documents patient data including reproductive history (e.g., Gs/Ps) in straightforward cases
- Documents clinical reasoning including accurate synthesis statements (i.e., "one-liners") and prioritized clinical problems for uncomplicated patients
- Provides a 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

DATA SYNTHESIS / DIAGNOSTIC SKILLS

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

- Identifies normal and abnormal labor progress, including the basic components of fetal heart rate tracings
- Identifies normal intraoperative anatomy and some common abnormal findings
- Appropriately applies basic diagnostic algorithms for the most common clinical problems in gynecologic, pregnant, and postpartum patients
- Prioritizes differential diagnosis accurately for the majority of common problems during pregnancy, and the postpartum period

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"/>

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

Not Obser... Not Enough	Needs Intens... Reme...	Needs Directed Coac...	Appro... Expec... 3rd Year	Expec... 3rd Year Beha...	Achie... Beyond 3rd Year
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MANAGEMENT PLANNING SKILLS

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

- Suggests appropriate management based on the accepted guidelines for uncomplicated prenatal and postpartum care
- Provides evidence-based management suggestions for common gynecologic conditions and common complications of pregnancy (e.g., preeclampsia, gestational diabetes)
- Explains the rationale behind management of common obstetric and gynecologic conditions
- Attempts to provide appropriate management suggestions for less common complications of pregnancy (e.g., alloimmunization)
- Weighs benefits and risks of decisions when discussing potential management plans

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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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<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:

- Communicates accurate information to the patient
- 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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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:

- 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 (e.g., social workers, lactation counselors)
- Communicates effectively with interprofessional team members

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
- 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

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.

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. *
