

## Evaluation Form

Printed on Mar 28, 2024

**WIP C-SEF - Psychiatry 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)

Evaluator 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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- 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 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 presentations
- 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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<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
- Documents diagnostic reasoning, including a synthesis statement (i.e., "one-liner") with a leading diagnosis and a prioritized differential diagnosis, justifying it with DSM-5 criteria
- Provides an appropriate rationale for the management plan for common psychiatric conditions

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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 for majority of common clinical problems specific to the patient including "can't miss" diagnoses
- Justifies differential diagnosis by citing DSM-5 diagnostic criteria
- Occasionally makes the correct diagnosis for typical presentations of common psychiatric conditions

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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 competent 3rd year student in this domain:

- Identifies appropriate medication and therapeutic interventions for common conditions
- Attempts to suggest appropriate levels of care for common psychiatric conditions
- Identifies acute psychiatric conditions and provides recommendations for appropriate interventions
- Provides an appropriate rationale for the management of common 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 competent 3rd year student 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
- 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 competent 3rd year student 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

**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 competent 3rd year student 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

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

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make a Judge...					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PHSYICAL EXAM/MENTAL STATUS EXAM SKILLS**

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

- Presents all elements of the mental status exam in a clear and organized fashion
- Accurately uses appropriate terms to describe mental status findings
- Identifies pertinent findings in patients' mental status exam

**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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