

## Evaluation Form

Printed on Mar 28, 2024

**WIP C-SEF - Radiology Selective (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/>

 I Attest

**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
- 2,5
- 3
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- 4
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- 5,5
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- 30

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
- Accurately reports patient findings and describes their rationale based on their differential diagnosis.
- Presents clinical reasoning, including a synthesis statement (i.e., "impression") with a leading diagnosis, a prioritized differential diagnosis with justification, and a management plan

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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:

- Demonstrates an understanding of the standard radiology template including where to put information in each section (i.e. descriptions of entities in findings, and synthesis and management in

impression).

- Provides succinct and pertinent information in the reason for the report in the clinical history
- Demonstrates an understanding of specific terms used in the various radiologic modalities (i.e. density is used in x-ray and CT, echogenicity is used in ultrasound)

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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 common pertinent patient findings
- Attempts to provide differential diagnosis with appropriate rationale for common entities
- Occasionally describes the correct findings for common radiologic entities

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

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

- Attempts to provide appropriate recommendations for further imaging for common conditions
- Identify critical findings that need to be communicated immediately to a clinical team

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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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**PROFESSIONALISM AND HUMANISTIC CONDUCT**

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

- Demonstrates respectful interactions with faculty, residents and staff
- 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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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.

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

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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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