

Evaluation Form

Printed on Mar 28, 2024

C-SEF - Surgery 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/>

 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
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- 3
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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 for most patients
- Accurately reports patient data (history, exam, tests)
- Engages audience with excellent public speaking skills
- Presents pertinent positive and negative findings
- 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, with positive and negative findings
- 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

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 with pertinent positive and negative clinical findings
- Occasionally makes the correct diagnosis for typical presentations of common diseases

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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

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
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MANAGEMENT PLANNING SKILLS

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

- Provides appropriate management suggestions for most common conditions
- Attempts to provide appropriate management suggestions for less common conditions

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

COMMUNICATION PLAN

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

- Communicates information to the team that is accurate with appropriate level of detail
- Communicates patient/family concerns to the interprofessional team

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

TEAMWORK 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"/>

- 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

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
- 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

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

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 Behavior in this Domain	Expected 3rd Year Behavior in this Domain	Achieving Beyond 3rd Year Behavior in this Domain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SURGICAL/PROCEDURAL SKILLS

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

- Demonstrates preparation for operating room by discussing the indications, pathology and anatomy relevant to the case.
- Demonstrates the ability to independently scrub into an operative case using appropriate technique and maintain sterility during the case.
- Actively participates in the operating room when appropriate and able to assist when asked.
- Exhibits effort to learn and shows progress in suturing and knot tying techniques

SURGICAL/PROCEDURAL 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. *
