

# Evaluation Form

Printed on Jun 01, 2023



C-SEF - Family Medicine Clerkship

Evaluator: \_\_\_\_\_

Evaluation of: \_\_\_\_\_

Date: \_\_\_\_\_

## 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

## ORAL PRESENTATION SKILLS

A competent 3rd year student 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 presentation (e.g., making frequent eye contact, not reading directly from notes, etc.)
- 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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Not Obser... Not Enough Inform... to make a Judg...	Needs Intens... Reme... in this Domain	Needs Directed Coach... in this Domain	Appro... Comp... in this Domain	Comp... in this Domain	Achie... Behav... Beyond the 3rd Year Comp... Criteria
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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DOCUMENTATION

A competent 3rd year student 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 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
- Includes healthcare maintenance and a follow up plan for each patient

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

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 competent 3rd year student 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

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

clinical problems specific to the patient including "can't miss" diagnoses

- Justifies differential diagnosis logically for common clinical problems by using relevant epidemiology (e.g., prevalence), pathophysiology, and pertinent positive and negative clinical findings
- Occasionally makes the correct diagnosis for typical presentations of common diseases
- Consistently assesses chronic illness severity or status (i.e. controlled vs uncontrolled)

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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 competent 3rd year student in this domain:

- Provides appropriate management suggestions for most common conditions
- Attempts to provide appropriate management suggestions for less common conditions
- Provides an appropriate rationale for the management of common conditions based on the severity, control and chronicity of the illness
- Accurately assesses health maintenance needs with each visit

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

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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a Judg...					Criteria
<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

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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 of the roles and responsibilities of interprofessional team members. (e.g. medical assistants, nursing, social work, nutrition)
- Communicates effectively with interprofessional team members
- Proactively keeps team members informed and up to date

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

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 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.\*

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

**INTERVIEWING TECHNIQUE**

A 3rd year student who is achieving behavior beyond the 3rd year competency criteria:

- Introduces self to patient and attempts to develops rapport
- Takes a chronologic history of present illness without interruption
- 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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**PHYSICAL EXAM/MENTAL STATUS EXAM SKILLS**

A competent 3rd year student in this domain:

- Uses correct technique for routine physical exam in an organized fashion
- Uses the differential diagnosis to guide exam
- Performs examination in a patient- sensitive manner
- Identifies and interprets common and obvious pertinent findings

Not Observed Not Enough Information to make a Judgment	Needs Intensive Remediation in this Domain	Needs Directed Coaching in this Domain	Approaching Competency in this Domain	Competent in this Domain	Achieving Behavioral Competency Beyond the 3rd Year Competency Criteria
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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)

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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

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behaviors. Please be specific. \*

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SUMMATIVE COMMENTS

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Provide a narrative of the student's overall performance. \*

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