

Evaluation Form

Printed on Jun 01, 2023



C-SEF - Neurology 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, neurological exam, prior imaging, serum, CSF, and electrophysiological data)
- 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 of the patient's history and neurological examination, with a leading localization and a prioritized differential diagnosis based on that localization, 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

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
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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 of the patient's history and neurological examination, with a leading localization and a prioritized differential diagnosis based on that localization, 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

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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 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 based the localization along the neuro-axis of the patient's historical symptoms and neurological examination signs for most common clinical problems specific to the patient, including "can't miss" diagnoses
- Justifies differential diagnosis logically for common clinical problems by using localizing evidence from the patient's history and neurological examination as well as relevant ancillary data
- Routinely attempts to localize the patient's symptoms and signs along the neuro-axis, and occasionally makes the correct diagnosis for typical presentations of common diseases

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

MANAGEMENT PLANNING SKILLS

A competent 3rd year student in this domain:

- Provides appropriate diagnostic and therapeutic management suggestions for the most common routine outpatient conditions (e.g., headache, memory loss, dizziness)
- Appropriately incorporates management algorithms for common acute inpatient presentations (e.g., protocol for acute stroke or seizure management)
- Attempts to provide appropriate management suggestions for less common conditions (e.g., multiple sclerosis flare, Guillain-Barre Syndrome)
- Appropriately includes underlying rationale for the management of these conditions

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

COMMUNICATING PLAN AND COUNSELING PATIENTS

A competent 3rd year student in this domain:

- Communicates information to the patient that is accurate

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- 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
- Adapts communication to the clinical context and patient's mental status
- 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

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

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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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to make a Judg...	Domain	Domain			Comp... Criteria
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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. *

INTERVIEWING TECHNIQUE

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

- Introduces self to patient and attempts to develop rapport
- Takes a chronologic history of present illness without interruption
- Attempts to use the principles of localization and 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.)

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- 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

PHYSICAL EXAM/MENTAL STATUS EXAM SKILLS

A competent 3rd year student in this domain:

- Includes aspects of all routinely tested neurological systems in the routine neurological examination including mental status, cranial nerve, motor, sensory, reflex, coordination, and gait examinations in an organized fashion
- Attempts to uses the patient's history to guide the neurological examination and expands testing of specific neurological systems based on the suspected localization (e.g., neuromuscular, movement, neuro-ophthalmologic, cognitive examinations)
- Performs examination in a patient-sensitive manner
- Identifies and interprets common and obvious pertinent findings

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PHYSICAL EXAM/MENTAL STATUS EXAM 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. *
