

## Evaluation Form

Printed on Mar 28, 2024

## WIP C-SEF - Geriatrics 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/busm/education/medical-education/faculty-resources/#4th>\*

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)

Evaluator 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
- ☐ 3.5
- ☐ 4
- ☐ 4.5
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### **ORAL PRESENTATION SKILLS**

A student meeting the expected 4th year behaviors in this domain:

- Delivers precise, organized, and concise presentations all patients
- Incorporates new patient information in real time into presentation
- Proactively seeks to involve patient and family when presenting in front of the patient
- Adjusts presentation length and complexity to situation
- Presents clinical reasoning effectively, including a concise, well-organized synthesis statement with a leading diagnosis, a prioritized differential diagnosis with justification, and a clear management plan for common and less common conditions

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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... 4th Year Beha... in this Domain	Expec... 4th Year Beha... in this Domain	Achie... Beyond 4th 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:**

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

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**DOCUMENTATION**

A student meeting the expected 4th year behaviors in this domain:

- Always writes detailed, concise, updated and well-organized notes independently and not copy-forward from another provider
- Records diagnostic reasoning clearly, including a synthesis statement with a leading diagnosis and a prioritized differential diagnosis, justifying it with relevant epidemiology (e.g., prevalence), positive and negative findings, and pathophysiology
- Creates a comprehensive active problem list that is updated, prioritized and includes social determinants of health
- Provides an appropriate rationale for the management plan for common conditions, citing relevant guidelines and evidence where applicable\*

<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 4th year behaviors in this domain:

- Identifies "sick" vs. "not sick" patients correctly for common presentations
- Accurately prioritizes differential diagnosis accurately for common and uncommon clinical problems specific to the patient including "can't miss" diagnoses
- Logically justifies differential diagnosis for less common clinical presentations by using disease prevalence, pathophysiology, and pertinent positive and negative clinical findings
- Makes the correct diagnosis for typical presentations of common diseases and occasionally makes the correct diagnosis for atypical presentation of common diseases or typical presentations of uncommon diseases

\*

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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 student meeting the expected 4th year behaviors in this domain:

- Provides appropriate management with rationale for common and less common conditions
- Provides specific, accurate suggestions and changes to plan, based on patient specific factors, acuity, current response to treatment and new data.
- Incorporates best available evidence-based data/guidelines into management planning using point of care resources
- Integrates/synthesizes new clinical data effectively in real time to modify diagnostic plans when appropriate
- Begins to incorporate contingency planning into management plans

**Management Planning Skills:**

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

**COMMUNICATING PLAN AND COUNSELING PATIENTS**

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

A student meeting the expected 4th year behaviors in this domain:

- Communicates accurate information, at an appropriate level of detail
- Emphasizes key points and encourages patient questions/perspectives/concerns
- Uses language familiar to the patient based on health literacy and avoiding medical

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

- Able to integrate an interpreter effectively
- Uses teach back method with patients to confirm patient understanding
- Identifies appropriate opportunities for basic patient counseling and teach back
- Often adapts and transitions communication style and content based on patient/family reception of information
- Communicates about diagnostic testing and how results will influence diagnosis, further evaluation and future plans of care
- Able to address common patient questions while communicating plan
- Provides patient-centered education/resources to patients when applicable
- Able to assist with an accurate medication reconciliation

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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 student meeting the expected 4th year behaviors in this domain:

- Demonstrates respectful interactions with team members
- Integrates into team function by being prepared, completing assigned tasks and volunteering to help with team tasks
- Actively Integrates into the team by anticipating workflow and positively contributing to the team's efficiency
- Demonstrates an understanding of the roles and responsibilities of different interprofessional team members
- Communicates effectively with interprofessional team members  
Incorporates recommendations from interprofessional team members (such as nurse care manager, nursing home staff, clinic nurses or visiting nurse) into the care plan

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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 student meeting the expected 4th year behaviors in this domain:

- Displays respect and empathy towards patients, colleagues and staff
- Is prepared, punctual and reliable in completing student responsibilities
- Maintains confidentiality
- Shows patients, colleagues, and staff respect, empathy, and compassion
- Validates patient's physical and emotional needs and tries to address them
- Receives feedback openly and incorporates it to change behavior
- Demonstrates understanding and appreciation for the professional role and the gravity of being the "doctor" by becoming fully engaged in patient care activities
- Displays self-awareness of knowledge, skills, and emotional limitations by engaging in appropriate help-seeking behaviors

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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 student's professional behavior related to rotation responsibilities outside of patient care.

**INTERVIEWING TECHNIQUE**

A student meeting the expected 4th year behaviors in this domain:

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- Introduces self to patient and attempts to develop rapport
- Follows an organized interview framework and completes within an appropriate time frame
- 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.)
- Demonstrates patient-centered interview skills (e.g., attends to patients' verbal/nonverbal cues, culture, social determinants, need for interpretive/ adaptive services etc.)
- Attempts to obtain collateral information from caregiver if applicable
- Demonstrates a hypothesis driven approach to gathering the history of present illness
- Probes for pertinent details when gathering data necessary for differential diagnosis prioritization

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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 student meeting the expected 4th year behaviors in this domain:

- Uses correct technique (i.e., auscultating directly on the skin for cardiac exam) for routine physical examination in an organized fashion
- Performs examination in a patient- sensitive manner
- Identifies and correctly interprets common and pertinent findings
- Performs specific maneuvers to increase or decrease likelihood of diagnoses on the differential
- Demonstrates focused, efficient and systematic exam on all relevant systems

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<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)

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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