

Evaluation Form

Printed on Apr 02, 2025

C-SEF - 4th Year

Evaluator: _____

Evaluation of: _____

Date: _____

I have reviewed the Clinical Rotation Learning Objectives and Policies. ☐ I Attest

<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: ☐ I Attest
<https://www.bumc.bu.edu/busm/faculty/health-treatment/>

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.*

I am not this student's advisor* ☐ I Attest

This student is not a member of my family* ☐ I Attest

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
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- ☐ 30

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. *

I worked with the student enough to evaluate them on the following:

	Yes	No
Oral presentation*	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Documentation*	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Data synthesis/ Diagnostic skills*	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Management Planning*	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Teamwork and Professionalism*	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Patient- centered Communication and Humanistic Care*	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Interviewing technique*	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Physical exam/ Mental exam status*	<input type="checkbox"/>	<input type="checkbox"/>

	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
ORAL PRESENTATION SKILLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A student meeting the expected 4th year behaviors in this domain:						
<ul style="list-style-type: none">• Delivers precise, organized and concise presentations for 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• Includes concise, well-organized synthesis statement with a leading diagnosis and a prioritized active problem list with justification of diagnoses and management plan• Adjusts presentation length and complexity to workflow• Provides concise IPASS signout when relevant						
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DOCUMENTATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A student meeting the expected 4th year behaviors in this domain:						
<ul style="list-style-type: none">• Always writes detailed, concise, updated and well-organized notes (including discharge summaries, sign-outs, operative note, etc. when relevant) 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 (e.g., SOB -> CHF), prioritized, and including social determinants of health
- Provides an appropriate rationale for the management plan for common conditions, citing relevant guidelines and evidence where applicable
- Includes discharge criteria/follow up plan as part of documentation

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DATA SYNTHESIS / DIAGNOSTIC SKILLS

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

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

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

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

- Begins to incorporate contingency planning into management plans
- Often defines discharge criteria/follow up plan for patients starting at admission and as part of daily management plan

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PROFESSIONALISM AND TEAMWORK

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

- Shows respect towards peers, supervisors and clinical staff through appropriate verbal and nonverbal communication
- Actively integrates into the team by anticipating workflow and positively contributing to the team's efficiency
- Proactively communicates with interprofessional team members (e.g., Consults, referrals, PT, social work, VNA) to improve patient care
- Able to articulate an appropriate consult question prior to initiating a consult
- Incorporates recommendations from interprofessional team members into the care plan
- Demonstrates trustworthiness and reliability, appreciates the professional role and gravity of being the "doctor" by being fully engaged in patient care activities, while maintaining
- Displays self-awareness of knowledge, skills, and limitations by engaging in appropriate help-seeking behaviors, and soliciting input from supervisors

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

PATIENT-CENTERED COMMUNICATION AND HUMANISTIC CARE

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

- Communicates about diagnostic testing and how results will influence diagnosis, further evaluation, and future plans of care
- Addresses patient questions while communicating plan
- Communicates appropriately about discharge readiness in discussions with patient/family
- Demonstrates ability to navigate difficult patient conversations and encourage behavioral change

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

- Identifies appropriate opportunities for basic patient counseling, motivational interviewing, teach-back and provides patient centered education/resources when applicable
- Demonstrates cultural humility through active learning, seeking patient perspectives on their experiences with the healthcare system and adjusting approach accordingly

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INTERVIEWING TECHNIQUE

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

- 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.)
- Probes for pertinent details when gathering data necessary for differential diagnosis prioritization
- Adapts daily/visit questions to assess for change in status and real-time changes in differential driven appropriate to context and site for complex and/or acute problems

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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

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

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

- Demonstrates focused, efficient and systematic exam on all relevant systems

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