

## Evaluation Form

Printed on Apr 02, 2025

**C-SEF - Emergency Medicine Selective**

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/>

**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.\*

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

I am not this student's advisor\* ☐ 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)

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
- ☐ 2,5
- ☐ 3
- ☐ 3,5
- ☐ 4
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SUMMATIVE COMMENTS

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

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. \*

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

Oral Presentation\*

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

Documentation\*

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

Data synthesis/ Diagnostic skill\*

Yes

No

☐☐

Management\*

Yes

No

☐☐

Teamwork and Professionalism\*

Yes

No

☐☐

Patient-Centered Communication and Humanistic Care\*

Yes

No

☐☐**ORAL PRESENTATION SKILLS**

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

- Delivers an accurate, clear, and well-organized EM-style presentation in under 3 minutes that includes pertinent information from other sections of the history (past medical/surgical history, social history, family history, etc.) for most patients
- Presents pertinent positive and negative findings in a manner that enables listener to recognize/prioritize the differential diagnosis
- Presents a summary statement (0-2 sentences) that includes the patient's chief concern, abbreviated HPI, followed by a leading diagnosis and a prioritized differential diagnosis including "can't miss" diagnoses with justifications of why/why not

\*

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"/>

**DOCUMENTATION**

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

- Attempts to document diagnostic reasoning, medical decision making, and management plan for common ED chief concerns

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

- Attempts to document a brief synthesis statement with a leading diagnosis and a prioritized differential diagnosis, justifying why/why not with positive and negative findings

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### DATA SYNTHESIS / DIAGNOSTIC SKILLS

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

- Reliably synthesizes data from multiple sources (patient, medical records, nursing, family, etc.) into a complete differential, prioritizing "can't miss" diagnoses
- Recognizes and attempts to interpret abnormal vital signs and trends, seeks help when appropriate
- Identifies and attempts to prioritize patients' major biopsychosocial problems and concerns
- Occasionally makes the correct diagnosis for typical presentations of common ED chief concerns

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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 3rd year behaviors in this domain:

- Suggests a work-up and management plan for basic EM chief concerns including chest pain, shortness of breath, abdominal pain, headache, minor trauma, etc.
- Attempts to suggest appropriate management suggestions for less common EM chief concerns
- Re-evaluates patients and follows-up results in a timely manner, integrates data into ongoing management plan

\*

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**TEAMWORK AND PROFESSIONALISM**

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

- Shows respect towards peers, supervisors and clinical staff through appropriate verbal and nonverbal communication
- Integrates effectively into team activities by recognizing distinct roles, responsibilities, and contributions of interprofessional team members' and demonstrates understanding and limitations of their role and where they can proactively participate in meeting needs of team
- Communicates with the interprofessional team, keeping members informed and up-to-date while maintaining clear and effective communication channels.
- Demonstrates trustworthiness and reliability including consistent punctuality, preparation, and commitment to assigned tasks, while maintaining confidentiality and ethical standards
- Identifies opportunities for growth in one's performance through self-reflection, being receptive to feedback and actively using it to improve behavior and performance

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**PATIENT-CENTERED COMMUNICATION AND HUMANISTIC CARE**

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

- Provides accurate information to the patient
- Emphasizes key points of diagnosis and/or plan
- Encourages patient questions/perspectives/concerns
- Uses appropriate language based on patient's health literacy
- Avoids medical jargon for most patients
- Engages appropriately with interpreters when interpreters are needed
- Ensures that patient/family understands explanations/counseling using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)
- Demonstrates humanism, empathy, compassion and cultural humility by acknowledging patients' emotional needs and responding with appropriate validation and support

\*

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