

## Evaluation Form

Printed on Apr 02, 2025

**C-SEF - Medicine Clerkship**

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: ☐ 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)

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
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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 skills\*

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

Management Planning\*

Yes

No

☐☐

Teamwork and Professionalism\*

Yes

No

☐☐

Patient- centered Communication and Humanistic Care\*

Yes

No

☐☐

Interviewing technique\*

Yes

No

☐☐

Physical exam/ Mental exam status\*

Yes

No

☐☐**ORAL PRESENTATION SKILLS**

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

- Delivers precise, organized and concise presentations for most patients
- Communicates patient data (history, exam) accurately
- Effectively engages audience in delivery of presentation
- Presents pertinent positive and negative findings for recognizing/prioritizing the differential diagnosis
- Includes a synthesis statement ("one-liner") with a leading diagnosis, prioritized problem list, justified differential diagnosis and management plan

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**DOCUMENTATION**

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

- Writes detailed, concise, updated and well-organized notes independently, and not copy-forward from another provider
- Records diagnostic reasoning, with a synthesis statement ("one-liner") and justified, prioritized differential diagnoses based on relevant positive and negative findings and basic epidemiology
- Creates a comprehensive active problem list that is updated (eg SOB -> CHF), prioritized, and including social determinants of health
- Explains the management plan for common conditions with justification, when needed

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**DATA SYNTHESIS / DIAGNOSTIC SKILLS**

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

- Appropriately includes relevant patients' biopsychosocial problems and concerns in synthesis statement
- Accurately prioritizes differential diagnosis for common clinical problems including "can't miss" diagnoses
- Logically justifies differential with epidemiology, pathophysiology, and pertinent positive and negative clinical findings, using point of care resources if appropriate
- Often correctly diagnoses common diseases with typical presentations

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**MANAGEMENT PLANNING SKILLS**

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

- Suggests suitable management with rationale for common conditions
- Attempts to suggest appropriate management for less common conditions

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- Occasionally incorporates basic risks and benefits analysis into management, when appropriate
- Utilizes point of care resources for basic management development

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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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### **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,

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etc.)

- Demonstrates humanism, empathy, compassion and cultural humility by acknowledging patients' emotional needs and responding with appropriate validation and support

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**INTERVIEWING TECHNIQUE**

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

- Introduces self to patient and attempts to build rapport
- Actively listens using verbal and non-verbal techniques (reflective statements, summary statements, open body language, nodding, eye contact, etc.)
- Adapts daily questions to assess for change in status
- Adapts daily questions to reflect a basic differential driven approach appropriate to context and site for basic problems
- Completes within appropriate time frame

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**PHYSICAL EXAM/MENTAL STATUS EXAM SKILLS**

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

- Uses correct technique for routine physical exam
- Performs exam maneuvers based on differential diagnosis
- Performs examination in a patient- sensitive manner
- Identifies and interprets common and obvious pertinent findings

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