

Evaluation Form

Printed on Apr 02, 2025

C-SEF - Neurology 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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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"/>

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 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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DOCUMENTATION

A student meeting the expected 3rd year behaviors 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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DATA SYNTHESIS / DIAGNOSTIC SKILLS

A student meeting the expected 3rd year behaviors 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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MANAGEMENT PLANNING SKILLS

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

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- 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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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

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- 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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INTERVIEWING TECHNIQUE

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

- 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.)
- 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:

- 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

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- 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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