

Evaluation Form

Printed on Apr 02, 2025

C-SEF - OBGYN 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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☐ 3
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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
<input type="checkbox"/>	<input type="checkbox"/>

Oral presentation*

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

Documentation*

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

Data synthesis/ Diagnostic skills*

Management Planning*

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 presentations that are accurate, clear, well organized, focused, and concise for most patients
- Accurately reports pertinent patient data including reproductive history (e.g., Gs/Ps), exam, and tests for uncomplicated patient presentations
- Presents pertinent positive and negative findings in a prioritized way for gynecologic, pregnant, and postpartum patients
- Includes accurate synthesis statements (i.e., "one-liners") for uncomplicated patients

*

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:

- Writes notes that are complete, accurate, and well-organized, with appropriate use of templates for standardized documentation as indicated
- Accurately documents patient data including reproductive history (e.g., Gs/Ps) in straightforward cases

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"/>

- Documents clinical reasoning including accurate synthesis statements (i.e., "one-liners") and prioritized clinical problems for uncomplicated patients
- Provides a 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 normal and abnormal labor progress, including the basic components of fetal heart rate tracings
- Identifies normal intraoperative anatomy and some common abnormal findings
- Appropriately applies basic diagnostic algorithms for the most common clinical problems in gynecologic, pregnant, and postpartum patients
- Prioritizes differential diagnosis accurately for the majority of common problems during pregnancy, and the postpartum period

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"/>

MANAGEMENT PLANNING SKILLS

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

- Suggests appropriate management based on the accepted guidelines for uncomplicated prenatal and postpartum care
- Provides evidence-based management suggestions for common gynecologic conditions and common complications of pregnancy (e.g., preeclampsia, gestational diabetes)
- Explains the rationale behind management of common obstetric and gynecologic conditions
- Attempts to provide appropriate management suggestions for less common complications of pregnancy (e.g., alloimmunization)
- Weights benefits and risks of decisions when discussing potential management plans

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"/>

Not Obser...	Needs Intens...	Needs Directed	Appro... Expec...	Expec... 3rd	Achie... Beyond
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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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Not Enough Infor... to make a Judge...	Reme... in this Domain	Coac... in this Domain	3rd Year Beha... in this Domain	Year Beha... in this Domain	3rd Year Beha... in this Domain
<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 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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