

## Evaluation Form

Printed on Apr 02, 2025

**C-SEF - Psychiatry 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)

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
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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:

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

☐☐

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, exam, tests)
- Effectively engages audience in delivery of presentations
- 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 (i.e., "one-liner") with a leading diagnosis, a prioritized differential diagnosis with justification, 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 (i.e., "one-liner") with a leading diagnosis and a prioritized differential diagnosis, justifying it with DSM-5 criteria
- Provides an appropriate rationale for the management plan for common psychiatric conditions

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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
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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 for majority of common clinical problems specific to the patient including "can't miss" diagnoses
- Justifies differential diagnosis by citing DSM-5 diagnostic criteria
- Occasionally makes the correct diagnosis for typical presentations of common psychiatric conditions

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**MANAGEMENT PLANNING SKILLS**

A competent 3rd year student in this domain:

- Identifies appropriate medication and therapeutic interventions for common conditions

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- Attempts to suggest appropriate levels of care for common psychiatric conditions
- Identifies acute psychiatric conditions and provides recommendations for appropriate interventions
- Provides an appropriate rationale for the management of common 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
- 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

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- 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
- Attempts to use the 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:

- Presents all elements of the mental status exam in a clear and organized fashion
- Accurately uses appropriate terms to describe mental status findings
- Identifies pertinent findings in patients' mental status exam

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