

Evaluation Form

Printed on Apr 02, 2025

C-SEF - Radiology 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: ☐ 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
- ☐ 2.5
- ☐ 3
- ☐ 3.5
- ☐ 4
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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
- Accurately reports patient findings and describes their rationale based on their differential diagnosis.
- Presents clinical reasoning, including a synthesis statement (i.e., "impression") with a leading diagnosis, a prioritized differential diagnosis with justification, and a management plan

*

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:

- Demonstrates an understanding of the standard radiology template including where to put information in each section (i.e. descriptions of entities in findings, and synthesis and management in impression).
- Provides succinct and pertinent information in the reason for the report in the clinical history
- Demonstrates an understanding of specific terms used in the various radiologic modalities (i.e. density is used in x-ray and CT,

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* echogenicity is used in ultrasound)

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DATA SYNTHESIS / DIAGNOSTIC SKILLS

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

- Identifies common pertinent patient findings
- Attempts to provide differential diagnosis with appropriate rationale for common entities
- Occasionally describes the correct findings for common radiologic entities

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MANAGEMENT PLANNING SKILLS

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

- Attempts to provide appropriate recommendations for further imaging for common conditions
- Identify critical findings that need to be communicated immediately to a clinical team

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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

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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"/>

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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