Preview Evaluation

Horizons Elective SPE - Advocacy and Community Health [Version: 1]

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Student Performance Evaluation

Horizons Elective SPE - Advocacy and Community Health

Return to Evaluation

Student Level	Student level

Course Information

Date	Course	Location	Weeks
01/01/2006 - 01/31/2006	XXX-YYY: Department Course	Location	8

Evaluation Period: 01/01/2006 - 01/31/2006

Faculty: Evaluator name

Student: Student name **Email:** oasis@umassmed.edu, IREA@umassmed.edu

Question numbers in **red*** are required.

This is a UMass Chan milestone-based evaluation form. Please take a moment to identify the competency that each milestone is related to, as well as the full milestone description provided with each prompt. For your reference here is the catalogue of UMass Chan's competencies and milestones.

The green highlighted area is where we expect a learner at this level to be. The more specific behavioral descriptors apply to the number scale gradations for this particular rotation to assist in your selection of the most appropriate level for this learner. Choose N/A if you did not observe the student for this milestone.

Critical Deficiencies	Early Learner	Demonstrating Improvement					Graduation Target (...as befitting a physician)	
		Discovery Phase expected performance up to target 2.5			Exploration Phase expected performance up to target 3.5		Horizons Phase expected performance up to target 4.0	
0.5	1	1.5	2	2.5	3	3.5	4	

Please review this ONE-PAGE GUIDE for completion of this student performance evaluation (SPE).

PHYSICIAN AS PROFESSIONAL:

1.* **Teamwork**: Please select the result that best describes your observation of the learner (Pro3H):

		Graduation Target (...as befitting a physician)	
Exploration Phase expected performance up to target 3.5		**Horizons Phase expected performance up to target 4.0**	
Demonstrates effective participation within interprofessional teams in educational and/or clinical settings.		Demonstrates effective and flexible participation within interprofessional teams in educational and clinical settings.	
2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 3.0: **Demonstrates effective participation** within interprofessional teams in educational and/or clinical settings most times (50-75% of the time).
- ○ 3.5: **Consistently demonstrates** effective participation within interprofessional teams in educational and/or clinical settings (>75% of the time).
- ○ 4.0: Ready for Residency: Excels at demonstrating effective **and flexible participation** within interprofessional teams in educational and clinical settings. **A model for others.**

2.* **Attendance and Timely Responses**: Please select the result that best describes your observation of the learner (Pro5H):

		Graduation Target (...as befitting a physician)	
Exploration Phase expected performance up to target 3.5		**Horizons Phase expected performance up to target 4.0**	
Completes professional and administrative tasks including responding to school-related communication, punctual attendance, and accurate documentation in a timely manner as expected of a clinical decision-maker.		Accomplishes professional and administrative tasks without prompting including responding to school-related communication, punctual attendance, and accurate documentation in a timely manner.	
2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 3.0: Completes professional and administrative tasks consistently in the academic setting but requires **occasional prompting to complete clinical tasks.**
- ○ 3.5: Completes professional, administrative, and **clinical tasks without prompting.**
- ○ 4.0: Ready for Residency: Excels at accomplishing professional, administrative, and clinical tasks **with an awareness of the entire team's work. A model for others.**

PHYSICIAN AS PATIENT AND COMMUNITY ADVOCATE:

3.* **Determinants of Health**: Please select the result that best describes your observation of the learner (Adv1H):

			Graduation Target (...as befitting a physician)
Exploration Phase expected performance up to target 3.5		Horizons Phase expected performance up to target 4.0	
Understands the determinants of health of individual patients and vulnerable populations, recognizing the impact on healthcare access, wellness and disease and uses knowledge to improve patient care.		Explains the determinants of health of individual patients and vulnerable populations and undertakes to improve patient care.	
2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 3.0: **Proposes and discusses** mitigation for social determinants of health (SDOH) that impact care of individual patients, including healthcare access with a focus on the community of interest.
- ○ 3.5: **Personally exerts effort** to improve the care of individuals **from vulnerable populations** by improving their access to healthcare or social services and addresses SDOH for individuals.
- ○ 4.0: Ready for Residency: Personally exerts effort **on the population level (systems level)** to improve the care of vulnerable populations, their access to healthcare and to address SDOH.

4.* **Common Good**: Please select the result that best describes your observation of the learner (Adv3H):

			Graduation Target (...as befitting a physician)
Exploration Phase expected performance up to target 3.5		Horizons Phase expected performance up to target 4.0	
Understands the physician's obligation of contributing to the common good and designs projects or activities that enhance the well-being of others.		Undertakes the physician's obligation to contribute to the common good and enhance the well-being of others.	
2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 3.0: **Can discuss** the physician's role in community health and well-being including the potential to impact community needs.
- ○ 3.5: **Participates in the work of** community-based organizations to improve the health and lives of community members, positively representing the medical profession.
- ○ 4.0: Ready for Residency: **Demonstrates** physician values through community service learning by **enhancing resources or access** in the community of interest or in **meaningfully contributing** to our community partners' mission.

PHYSICIAN AS PERSON:

5.* Open-mindedness: Please select the result that best describes your observation of the learner (Per2H):

		Graduation Target (…as befitting a physician)	
Exploration Phase expected performance up to target 3.5		**Horizons Phase expected performance up to target 4.0**	
Demonstrates open-mindedness toward others by accepting others' perceptions and feedback as a clinical decision-maker.		Practices open-mindedness toward others by accepting others' perceptions and feedback.	
2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 3.0: **Demonstrates no negative reactivity** when encountering opinions, positions or approaches that are different from their own and can reflect the other individual's ideas in the discussion.
- ○ 3.5: **Listens attentively and asks follow up questions** when encountering opinions, positions or approaches that are different from their own. **Questions demonstrate understanding of the differing opinion(s).**
- ○ 4.0: Ready for Residency: **Respects the opinions of others and strives to understand them.** Works toward **mutual understanding and compromise** through active listening, respectful questioning, reflection and continued dialogue.

PHYSICIAN AS HEALTH SYSTEMS NAVIGATOR:

6.* Healthcare Process: Please select the result that best describes your observation of the learner (Nav2H):

		Graduation Target (…as befitting a physician)	
Exploration Phase expected performance up to target 3.5		**Horizons Phase expected performance up to target 4.0**	
Operates within a variety of healthcare settings, collaborating with interprofessional personnel, and gaining higher-level knowledge of processes including financing and transitions of care.		Describes how healthcare is financed, including government and private payer platforms, the roles of government, employers and individuals, and models including single payer systems, health maintenance organizations, preferred provider organizations, and accountable care organizations.	
2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 3.0: Can describe different healthcare settings, the transition between those settings and the role of various team members. Demonstrates a desire to learn about healthcare finance and payment models.
- ○ 3.5: Can describe healthcare settings, transitions & team members. **Can describe difference between federal, state & private models of healthcare payment. Can define health care maintenance organization or accountable care organization (HMO or ACO).**
- ○ 4.0: Ready for Residency: Can describe to others (**patient** & team) how healthcare is financed across payor types (federal, state, private models). **Can identify when patient is part of HMO or ACO & describe what that means to patient & team.**

7. * **Health Equity**: Please select the result that best describes your observation of the learner (Nav4H):

		Graduation Target (…as befitting a physician)
Exploration Phase expected performance up to target 3.5		**Horizons Phase expected performance up to target 4.0**
Applies knowledge of population health and health equity to how health outcomes vary within and across populations.		Delivers care that anticipates how health outcomes vary within and across populations including the impact of bias, structural racism, language, and culture on healthcare.
2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 3.0: Recognizes when bias, racism or other inequities could cause harm to an individual or population.
- ○ 3.5: Recognizes **and intervenes or mitigates** when bias, racism or other inequities could cause harm to an individual.
- ○ 4.0: Ready for Residency: Recognizes, intervenes **and** mitigates when bias, racism or other inequities could cause harm to an individual **or population.**

ADDITIONAL INFORMATION:

8. If more than one person contributed to this assessment please list the names and roles (resident, faculty, nurse practitioner, etc) here:

Rich text

COMMENTS: [*Note: Students highly value your narrative feedback.*]

9. * Summative comments [may be included verbatim in Medical Student Performance Evaluation (MSPE)/Dean's Letter]:

Rich text

10. * Identified areas for improvement - not to be included in MSPE unless indicative of a trend:

Rich text

Return to Evaluation