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Preview Evaluation

Horizons Elective SPE - Healthcare Enrichment [Version: 1]

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Student Performance Evaluation

Horizons Elective SPE - Healthcare Enrichment

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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.* **Behavior and Language:** Please select the result that best describes your observation of the learner (Pro1H):

			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 professionalism (i.e., honesty, integrity, altruism, compassion, boundaries, and respect) through behavior and language as a clinical decision-maker.		Demonstrates professionalism (i.e., honesty, integrity, altruism, compassion, boundaries, and respect) through behavior and language.	
2.5	3	3.5	4

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: Is **usually** respectful and engaged in the curricular and educational environment. **Sometimes requires prompting** in the appropriate use of language and behavior in communicating these attributes.
- ☐ 3.5: Is respectful and engaged in the curricular and educational environment. **Rarely requires prompting** in the appropriate use of language and behavior in communicating these attributes.
- ☐ 4.0: Ready for Residency: Is consistently professional, in both behavior and language, **in all aspects of curricular and educational** interactions.

PHYSICIAN AS PATIENT AND COMMUNITY ADVOCATE:

- 2.* **Improving Health:** Please select the result that best describes your observation of the learner (Adv2H):

			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 the skills needed to advocate for improving the health of individual patients and populations in need.		Advocates to improve the health of individual patients and populations in need.	
2.5	3	3.5	4

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: **Recognizes gaps and inequities** in care for patients and populations in educational assignments and the classroom environment.
- ☐ 3.5: **Attempts to address gaps and inequities** in care for patients and populations in educational assignments and the classroom environment.
- ☐ 4.0: Ready for Residency: **Advocates** for patients and populations in educational assignments and the classroom environment, and if applicable, can educate others.

PHYSICIAN AS PERSON:

- 3.* **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.

- 4.* **Self-Awareness and Assessment:** Please select the result that best describes your observation of the learner (Per3H):

			Graduation Target (...as befitting a physician)
Exploration Phase expected performance up to target 3.5		Horizons Phase expected performance up to target 4.0	
Develops self-awareness and self-assessment skills to identify personal (emotional/behavioral), professional, and educational development areas.		Appreciates self-awareness and self-assessment skills for continual development.	
2.5	3	3.5	4

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: **Seeks guidance** to identify areas for educational improvement.
- ☐ 3.5: Can **self-identify** areas for educational improvement.
- ☐ 4.0: Ready for Residency: **Continually acquires knowledge and skills** related to self-identified areas of educational improvement.

PHYSICIAN AS HEALTH SYSTEMS NAVIGATOR:

- 5.* **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**.

- 6.* **Healthcare Systems:** Please select the result that best describes your observation of the learner (Nav6H):

			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 how the patient experience and outcomes are impacted by systems of care and applies that knowledge to decision-making and action.		Describes how patient experience and outcomes of care are impacted by the function of healthcare delivery systems and how healthcare providers and leaders function within these systems.	
2.5	3	3.5	4

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: **Understands the healthcare system(s)** and can **usually describe** how the healthcare system(s) can impact patient experience and outcomes.
- ☐ 3.5: Has a **strong understanding of healthcare systems** and can **describe in almost all situations** how the healthcare system(s) can impact patient experience and outcomes.
- ☐ 4.0: Ready for Residency: **Explains how** healthcare system(s) function and **describes how the healthcare system(s) and their stakeholders** can improve patient experience and outcomes.

ADDITIONAL INFORMATION:

7. 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.]

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

[Rich text](#)

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

[Rich text](#)

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