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Preview Evaluation

Horizons Elective SPE - Procedurally-Oriented [Version: 1]

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Student Performance Evaluation

Horizons Elective SPE - Procedurally-Oriented

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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.* **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.* **Standards and Scope of Practice:** Please select the result that best describes your observation of the learner (Pro4H):

| | | | Graduation Target (...as befitting a physician) |
|--|---|---|--|
| Exploration Phase expected performance up to target 3.5 | | Horizons Phase expected performance up to target 4.0 | |
| Performs to the current standards of clinical care within their scope of practice. | | Adheres to the current standards of clinical care within their scope of practice. | |
| 2.5 | 3 | 3.5 | 4 |

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: Can verbalize who should perform this procedure and in which settings. Never attempts to execute procedural steps without oversight.
- ☐ 3.5: Can verbalize **and perform** procedure steps to current standards of clinical care with **minimal prompting** from the supervisor. Never attempts to execute procedural steps without oversight.
- ☐ 4.0: Ready for Residency: Can **verbalize & perform** procedure steps to current standards of clinical care **w/out prompts** & describe **need for credentialing/privileging** for the procedure. Never executes procedural steps without oversight.

- 3.* **Patient Centeredness:** Please select the result that best describes your observation of the learner (Pro7H):

| | | | Graduation Target (...as befitting a physician) |
|---|---|--|--|
| Exploration Phase expected performance up to target 3.5 | | Horizons Phase expected performance up to target 4.0 | |
| Attends to patient dignity and privacy with consideration of patient preferences and requirements in a non-stigmatizing way as expected of a clinical decision-maker. | | Attends to patient dignity and privacy with consideration of patient preferences and requirements in a non-stigmatizing way. | |
| 2.5 | 3 | 3.5 | 4 |

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: Verbalizes that patients have a right to have their preferences noted and incorporated into processes and healthcare decisions and can elicit those preferences during interaction.
- ☐ 3.5: **Consistently** elicits patient preferences during the encounter. Avoids stigmatizing the patient.
- ☐ 4.0: Ready for Residency: Consistently elicits patient preferences and requirements and **incorporates these into the plans** that they offer for care. Ensures that the patient does not feel stigmatized during interaction with the health care team.

PHYSICIAN AS PERSON:

- 4.* **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: Is open to encountering opinions, positions or approaches that are different from their own (what they've been previously taught).
- ☐ 3.5: **Listens attentively and asks follow-up questions** when encountering opinions, positions or approaches that are different from their own. **Their questions demonstrate understanding of the differing opinion(s)/approaches.**
- ☐ 4.0: Ready for Residency: **Seeks the opinions/approaches of others and strives to learn them.**

- 5.* **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 performance improvement.
☐ 3.5: Can **self-identify** areas for performance improvement.
☐ 4.0: Ready for Residency: **Continually acquires knowledge and skills** related to self-identified areas of performance improvement.

PHYSICIAN AS HEALTH SYSTEMS NAVIGATOR:

- 6.* **Quality Improvement and Patient Safety:** Please select the result that best describes your observation of the learner (Nav1H):

| | | | 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 dual roles of quality improvement and patient safety in healthcare, participating in the identification of, and response to, performance gaps in existing processes. | | Comprehends the potential for harm within the provision of healthcare and participates in protocols that protect patients including the steps that follow safety events. | |
| 2.5 | 3 | 3.5 | 4 |

- ☐ *Not Applicable*
☐ 2.5: Student is not yet meeting mid clerkship level performance
☐ 3.0: Can verbalize the prevalence of medical error/safety events and can discuss patient safety gaps identified by others in the provision of care.
☐ 3.5: **Can identify** safety gaps and **point them out to the team.**
☐ 4.0: Ready for Residency: **Participates in** safety protocols (time outs/checklists/event rpts). **Suggests countermeasures** for identified gaps. **Participates in disclosure conversations, root cause analyses or countermeasure implementation.**

PHYSICIAN AS SCIENTIST:

- 7.* **Evidence Based Reasoning:** Please select the result that best describes your observation of the learner (Sci3H):

| | | | 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 currently accepted and evidence-based approaches to the treatment of patients. | | Explains currently accepted and evidence-based approaches to the treatment of patients. | |
| 2.5 | 3 | 3.5 | 4 |

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: Can formulate a clinical question and **retrieve** the appropriate evidence.
- ☐ 3.5: **Applies** retrieved evidence to a specific patient scenario.
- ☐ 4.0: Ready for Residency: **Incorporates** the evidence in conversation with patients about treatment options and **alignment with patient values**.

PHYSICIAN AS COMMUNICATOR:

- 8.* **Written Communication:** Please select the result that best describes your observation of the learner (Com2H):

| | | | Graduation Target (...as befitting a physician) |
|--|---|--|--|
| Exploration Phase expected performance up to target 3.5 | | Horizons Phase expected performance up to target 4.0 | |
| Communicates with all colleagues and team members through appropriate <u>written</u> communication including accurate and complete medical record documentation, and/or other assignments. | | Communicates effectively with all members of the healthcare team utilizing <u>written</u> communication including accurate, timely and complete medical record documentation; responsiveness to outreach via the electronic health record (EHR). | |
| 2.5 | 3 | 3.5 | 4 |

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: Written documentation is complete, **well**-organized, and accurate for simple and **complex cases**. Some correction required.
- ☐ 3.5: Written documentation is comprehensive, well-organized, accurate and completed in a **timely** manner. **Minimal to no correction required**.
- ☐ 4.0: Ready for Residency: Written documentation is comprehensive, well-organized, accurate and timely with **no** correction required. **Student is appropriately responsive to communication outreach via the EHR or other written outreach**.

PHYSICIAN AS CLINICAL PROBLEM SOLVER:

9.* Procedures: Please select the result that best describes your observation of the learner (Sol5H):

| | | | Graduation Target (...as befitting a physician) |
|--|---|--|--|
| Exploration Phase expected performance up to target 3.5 | | Horizons Phase expected performance up to target 4.0 | |
| Observes medical procedures in the clinical setting verbalizing indications and risks and/or performs medical procedures in simulated scenarios using appropriate technique. | | Explains the indications, risks, procedural steps for common medical procedures and can perform effectively. | |
| 2.5 | 3 | 3.5 | 4 |

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: Identifies and verbalizes indication and risks of selected procedures **in a patient centered format.**
- ☐ 3.5: **Assists with patient procedures or performs procedures in simulated scenarios with appropriate technique** while verbalizing indications and risks.
- ☐ 4.0: Ready for Residency: Identifies indications, risks and procedural steps for common procedures and can perform them **effectively with patients.**

ADDITIONAL INFORMATION:

- 10.** 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.]

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

[Rich text](#)

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

[Rich text](#)

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