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## Preview Evaluation

**Horizons WBA - Challenging/End-of-Life Conversations (Formative) [Version: 1]**

### Student Performance Evaluation

**Horizons WBA - Challenging/End-of-Life Conversations (Formative)**

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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](mailto:oasis@umassmed.edu), [IREA@umassmed.edu](mailto: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 activity 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 workplace based assessment (WBA).**

**This form provides *formative feedback only* (does not count towards grading) for your student.**

**PLEASE NOTE: This WBA provides FORMATIVE feedback to learners (does not count towards grading).**

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 respectful, honest and compassionate but **does require frequent prompting in the appropriate use of language and behavior in communicating these attributes.**
- ☐ 3.5: Is respectful, honest and compassionate. **Requires minimal 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 patient and/or team interactions.**

- 2.\* **Ethics:** Please select the result that best describes your observation of the learner (Pro2H):

			Graduation Target (...as befitting a physician)
Exploration Phase expected performance up to target 3.5		Horizons Phase expected performance up to target 4.0	
Recognizes and performs in a manner consistent with fundamental ethical principles (i.e., patient confidentiality, respecting patient autonomy and boundaries, using electronic communications appropriately, and the reporting of medical errors, ethical concerns, and unethical behaviors).		Acts in a manner consistent with fundamental ethical principles (i.e., patient confidentiality, respecting patient autonomy and boundaries, using electronic communications appropriately, and the reporting of safety events, medical errors, ethical concerns, and unethical behaviors).	
2.5	3	3.5	4

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: **With pre-encounter preparation by the preceptor,** adequately performs in a manner consistent with fundamental ethical principles such as respecting the patient's autonomy and boundaries.
- ☐ 3.5: **Without pre-encounter preparation,** verbal and body language demonstrate the learner's recognition and understanding of the core ethical principles and shows understanding during debriefing.
- ☐ 4.0: Ready for Residency: Consistently acts and speaks in a manner that demonstrates understanding of the fundamental ethical principles and **readily adjusts to patient's needs in real time.**

- 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: Elicits patient preferences during interaction.
- ☐ 3.5: **Consistently** elicits patient preferences during interview. The learner avoids stigmatizing the patient.
- ☐ 4.0: Ready for Residency: Consistently elicits patient preferences and **incorporates into the plans** that they offer for care. Ensures that the patient does not feel stigmatized during interaction with the health care team.

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**PHYSICIAN AS COMMUNICATOR:**

- 4.\* **Integration of Patient Factors:** Please select the result that best describes your observation of the learner (Com3H):

			Graduation Target (...as befitting a physician)
Exploration Phase expected performance up to target 3.5		Horizons Phase expected performance up to target 4.0	
Displays ability to integrate impact of families, culture, language, and social determinants of health on the way that patients experience and communicate about illness and responds appropriately.		Adept at integrating the impact of families, culture, language, and social determinants of health on the way that patients experience and communicate about illness and responds as befitting a physician.	
2.5	3	3.5	4

- ☐ *Not Applicable*
- ☐ 2.5: Student is not yet meeting mid clerkship level performance
- ☐ 3.0: **Consistently inquires** about and **occasionally integrates** the impact of families, culture, language, and/or social determinants of health (SDOH) on the way the patient experiences and communicates about illness.
- ☐ 3.5: **Consistently integrates** the impact of families, culture, language, and/or SDOH on the way the patient experiences and communicates about illness.
- ☐ 4.0: Ready for Residency: **Is skilled** at integrating the impact of families, culture, language, and or SDOH on the way the patient experiences and communicates about illness **even in a complex case**.

**NARRATIVE COMMENTS:**

5. What was done well?

[Rich text](#)

6. Action item(s) for learner improvement in challenging/end-of-life conversations:

[Rich text](#)

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