

OASIS Curriculum Management and Student Scheduling

 Email
 Std. Performance
 Course
 Faculty
 Classifications
 Question Pool
 Mult Choice Pool

 Home
 /
 Administration
 /
 Manage
 /
 Evaluations
 /
 Preview Evaluation

Preview E	· ai a a ci									
Exploration	s Studen	t Performance	Evalua	ition (SPE) Ra	diology	[Versio	on: 1]		
Preview As		Display Individual Form 🗸								
		e Evaluation								
Exploration	s Studen	t Performance			-	diology				
			Return to Evaluation							
Student Leve	el St	udent level								
			Course	e Info	rmation					
Date	C	ourse				Location	۱	We	eks	
01/01/2006 01/31/2006		XX-YYY: Departm ourse	ent			Location		8		
Evaluation	Period: (01/01/2006 - 01/	31/200)6						
Faculty: Eva	aluator n	ame								
Student: Student name Email: oasis@umassmed.edu, IREA@umassmed.edu										
Student: St	udent nar	ne Email: <u>oasis</u>	<u>@umas</u>	smed.	<u>edu, IREA@</u>	umassm	<u>ed.edu</u>			
Question number	s in red* ar	e required.								
Question number This is a UM the compete provided wi competencie The green h specific beh rotation to a	is in red* ar ass Char ency that th each p es and m ighlighte avioral d assist in s	e required. n milestone-bas t each milestone prompt. For you	ed eva e is rela r refer e we ex y to th of the r	luatio ated t ence l cpect a e num nost a	n form. Ple o, as well a here is the a learner at ber scale g ppropriate	ase take is the fu catalogu t this lev iradation	e a mor Il miles Je of <u>U</u> vel to b ns for t	tone de <u>Mass Ch</u> e. The n his part	escription <u>nan's</u> nore cicular	
Question number This is a UM the compete provided wi competencie The green h specific beh rotation to a	is in red* ar ass Char ency that th each p es and m ighlighte avioral d assist in s	e required. n milestone-bas t each milestone orompt. For you <u>ilestones</u> . ed area is where lescriptors appl your selection o oserve the stud	ed eva e is rela r refer e we ex y to the of the r ent for	luatio ated to ence l cpect a e num nost a this n	n form. Ple o, as well a here is the a learner at ber scale g ppropriate	ase take is the fu catalogu t this lev radation level fo	e a mor Il miles Je of <u>U</u> vel to b ns for t	stone de <u>Mass Ch</u> e. The n his part earner. (Graduat	escription <u>nan's</u> nore cicular	
Question number This is a UM the compete provided wi <u>competencia</u> The green h specific beh rotation to a N/A if you d	is in red* ar ass Char ency that th each p es and m ighlighte avioral d assist in lid not of Early Learner	e required. n milestone-bas t each milestone orompt. For you <u>ilestones</u> . ed area is where lescriptors appl your selection o oserve the stud	ed eva e is rela r refer e we ex y to the of the r ent for	luatio ated to ence l cpect a e num nost a this n	n form. Ple o, as well a here is the a learner at ber scale g oppropriate nilestone.	ase take is the fu catalogu t this lev radation level fo	e a mor II miles Je of U vel to b ns for t r this lo	stone de <u>Mass Ch</u> e. The n his part earner. (Graduat	escription nan's nore ticular Choose tion Target	
Question number This is a UM the compete provided wi competencie The green h specific beh rotation to a N/A if you d Critical Deficiencies	is in red* ar ass Char ency that th each p es and m ighlighte avioral d assist in lid not of Early Learner Discove	e required. n milestone-bas t each milestone prompt. For you <u>illestones</u> . ed area is where lescriptors appl your selection of poserve the stud D ery Phase performance	ed eva e is rela r refer e we ex y to the of the r ent for	luatio ated to ence l cpect a e num nost a this n trating	n form. Ple o, as well a here is the a learner at ber scale g ppropriate nilestone. Improvemen xploration Ph ected perform	ase take s the fu catalogu t this lev radation level fo t nase mance	e a mor II miles Je of U vel to b ns for t r this le H expe	Graduat (as befitti	escription nan's nore ticular Choose tion Target ing a physician Phase formance	
Question number This is a UM the compete provided wi competencie The green h specific beh rotation to a N/A if you d Critical Deficiencies	is in red* ar ass Char ency that th each p es and m ighlighte avioral d assist in lid not of Early Learner Discove	e required. n milestone-bas t each milestone prompt. For you illestones. ed area is where lescriptors appl your selection of poserve the stud D ery Phase	ed eva e is rela r refer e we ex y to the of the r ent for	luatio ated to ence l cpect a e num nost a this n trating	n form. Ple o, as well a here is the a learner at ber scale g oppropriate nilestone. Improvemen	ase take s the fu catalogu t this lev radation level fo t nase mance	e a mor II miles Je of U vel to b ns for t r this le H expe	e. The m his part earner. d Graduat (as befitti	escription nan's nore ticular Choose tion Target ing a physician Phase formance	

PHYSICIAN AS CLINICAL PROBLEM SOLVER:

(SPE).

1.* Management Plan Formulation: Please select the result that best describes your observation of the learner (Sol4E):

Demonstrating Improvement						Graduation Target (as befitting a physician)
Discovery Phase ex	xpected	Exploration Phase expected			Horizons Phase expected	
performance up to t	target 2.5	performance up to target 3.5			performance up to target 4.0	
Identifies and differentia reasoning strategies to differential diagnoses a management plans acknowledging limita scientific/medical kn	o formulate nd develop s while ations of	strategies diagnostic diagnose plans wh	nstrates clinical rease and can choose and tests to formulate di as and develop mana ile considering limita tific/medical knowle	interpret ifferential gement itions of	and diagn differentia manage patier	inical reasoning strategies ostic testing to formulate al diagnoses and develops ement plans that reflect at preference and best evidence using judgment.
2	2.	.5 3 3.			.5	4

○ Not Applicable

- 2.0: Student is not yet meeting early clerkship level performance.
- \bigcirc 2.5: Can formulate diff dx and management plan for **common** conditions.
- \bigcirc 3.0: Can formulate diff dx and management plan for **more complex** conditions.
- 3.5: Can choose and interpret diagnostic tests, using available evidence to formulate a prioritized diff dx and management plan.

PHYSICIAN AS PERSON:

2.* Learning Engagement: Please select the result that best describes your observation of the learner (Per1E):

Demonstrating Improvement						Graduation Target (as befitting a physician)
Discovery Phase ex performance up to ta	-	-	oration Phase expected Horizons Phase expected performance up to target 3.5 performance 3.5 perform			ons Phase expected
Seeks and participa educational and/or o opportunities to devel personal and profes knowledge and sk	clinical lop their ssional	opportuni and profe	usly seeks and partic ties to advance their essional knowledge a n curiosity and humil	personal nd skills	learning i seek and p	ites the need for lifelong n the profession and will articipate in personal and ssional opportunities.
2	2.5		3	3	.5	4

○ Not Applicable

- 2.0: Student is not yet meeting early clerkship level performance.
- 2.5: Participates in all educational and clinical opportunities presented as part of the curriculum or structured patient care.
- 3.0: May ask for direction on materials related to cases outside of the set curriculum and is actively engaged in care team activities particularly in areas of student curiosity and interests.
- 3.5: Reviews materials related to cases/patients independently and without prompting and brings that knowledge back to the team demonstrating their enthusiasm for particular topics through educating others.

PHYSICIAN AS PROFESSIONAL:

3.* Team Participation: Please select the result that best describes your observation of the learner (Pro3E):

Demonstrating Improvement						Graduation Target (as befitting a physician)	
Discovery Phase ex	xpected	Exploration Phase expected			Horiz	Horizons Phase expected	
performance up to t	arget 2.5	performance up to target 3.5			performance up to target 4.0		
Understands the roles of health care professionals and consultants and works collaboratively in educational and/or clinical settings.		Demonstrates effective participation within interprofessional teams in educational and/or clinical settings.		pa inter	ates effective and flexible articipation within professional teams in onal and clinical settings.		
2 2.5		3 3		.5	4		

○ Not Applicable

- 2.0: Student is not yet meeting early clerkship level performance.
- 2.5: Consistently collaborates within interprofessional teams in educational and/or clinical settings with inconsistent (<50% of the time) demonstration of effective participation.
- 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.* Professionalism: Please select the result that best describes your observation of the learner (Pro5E):

Demonstrating Improvement						Graduation Target (as befitting a physician)	
Discovery Phase e	xpected	Exploration Phase expected			Horizons Phase expected		
performance up to t	target 2.5	performance up to target 3.5			perforn	performance up to target 4.0	
Attends to profession administrative tasks in responding to school communication, pu attendance, and act documentation in a tim as expected of a <u>le</u>	including I-related Inctual ccurate ely manner	admi respo communi and aco timel	pletes professional a inistrative tasks inclu onding to school-rela cation, punctual atte curate documentatic y manner as expecte ilinical decision-make	ding Ited Indance, In in a Id of	admin promptin school-ı punctual documen	olishes professional and istrative tasks without g including responding to related communication, attendance, and accurate tation in a timely manner pefitting a physician.	
2	2.	.5	3	3.	.5	4	

○ Not Applicable

- 2.0: Student is not yet meeting early clerkship level performance.
- 2.5: Attends to professional and administrative tasks consistently in the academic space but requires significant prompting to complete clinical tasks.
- 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.**

ADDITIONAL INFORMATION:

- 5. Please indicate the amount of time you worked directly with this learner.
- 6. If more than one person contributed to this assessment please list the names and roles (resident, faculty, nurse practitioner, etc) here:

Rich text

7.* Summative comments - to be included in Medical Student Performance Evaluation (MSI	νE):
Rich text	
8.* Identified areas for improvement - not to be included in MSPE unless indicative of a tre	nd:
Rich text	
Return to Evaluation	

POWERED OASIS Copyright © 2008-2025 WARF

The database was copied on 03/17/2025.