Preview Evaluation

Horizons SPE - Acting Internship [Version: 1]

Preview As	Display Individual Form ⌄

Student Performance Evaluation

Horizons SPE - Acting Internship

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 COMMUNICATOR:

1.* **Patient Communication**: Please select the result that best describes your observation of the learner (Com1H):

			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 effectively during all stages of the doctor-patient relationship including assessing patient's understanding of communications.		Communicates effectively during all stages of the doctor/patient relationship including self-assessment of own communication skills and consistent assessment of patient's understanding and preferences.	
2.5	3	3.5	4

○ *Not Applicable*
○ 2.5: Student is not yet meeting mid clerkship level performance
○ 3.0: Communicates effectively with patients and **consistently** assesses patient's understanding. Empathic. Recognizes and responds to verbal or nonverbal cues. **May not appreciate patient preferences or areas for improvement.**
○ 3.5: Communicates effectively with patients, **consistently assessing patient's understanding and preferences.** Develops therapeutic alliance. The student can identify areas for improvement in communication.
○ 4.0: Ready for Residency: Communicates effectively with patients, consistently assessing patient's understanding and preferences, and **can quickly adapt communication skills** based on patient needs.

2.* **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.**

3.*   Verbal Communication: Please select the result that best describes your observation of the learner (Com4H):

			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 verbal communication including using well-organized oral case presentations and while speaking with consultants and ancillary team members.		Communicates effectively with all members of the healthcare team utilizing verbal communication including using the appropriate oral presentation format, speaking with multidisciplinary caregivers, and when negotiating conflict.	
2.5	3	3.5	4

○ *Not Applicable*
○ 2.5: Student is not yet meeting mid clerkship level performance
○ 3.0: Verbal communications including oral presentations are **complete**, well organized, clear, and accurate. Oral presentations may be **verbose.**
○ 3.5: Oral presentations are complete, **concise**, and accurate. Able to **effectively communicate with ancillary team members and consultants.**
○ 4.0: Ready for Residency: Verbal communications are complete, concise even with complex cases and/or while **navigating conflict**. Can easily **adapt presentations depending on the audience or clinical setting.**

PHYSICIAN AS SCIENTIST:

4.*   Core and Evolving Knowledge: Please select the result that best describes your observation of the learner (Sci1H):

			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 core and evolving biomedical, clinical, translational, pharmacological, and other cognate sciences.		Explains the core and evolving biomedical, clinical, translational, pharmacological, and other cognate sciences applying these principles to health and disease.	
2.5	3	3.5	4

○ *Not Applicable*
○ 2.5: Student is not yet meeting mid clerkship level performance
○ 3.0: **Applies** current and accurate medical knowledge to the care of their patients in the provision of clinical care **with frequent correction and guidance** from other team members.
○ 3.5: **Consistently** applies current and accurate medical knowledge to the care of patients **with minimal correction and guidance** from other team members.
○ 4.0: Ready for Residency: Applies current & accurate medical knowledge to the care of patients with minimal correction & guidance from other team members & appropriately **uses that knowledge to teach other team members, patients & families.**

PHYSICIAN AS CLINICAL PROBLEM SOLVER:

5.* **Management Plan Formulation**: Please select the result that best describes your observation of the learner (Sol4H):

			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 clinical reasoning strategies and can choose and interpret diagnostic tests to formulate differential diagnoses and develop management plans while considering limitations of scientific/medical knowledge.		Employs clinical reasoning strategies and diagnostic testing to formulate differential diagnoses and develops management plans that reflect patient preference and best available evidence using judgment.	
2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 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.
- ○ 4.0: Ready for Residency: Can choose and interpret diagnostic tests to formulate a prioritized diff dx and management plan **while incorporating patient preferences and best available evidence and judgement.**

6.* **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.**

PHYSICIAN AS PROFESSIONAL:

7.* **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.**

8.* **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 PERSON:

9.* **Learning Engagement**: Please select the result that best describes your observation of the learner (Per1H):

	Graduation Target (...as befitting a physician)
Exploration Phase expected performance up to target 3.5	**Horizons Phase expected performance up to target 4.0**
Continuously seeks and participates in opportunities to advance their personal and professional knowledge and skills with curiosity and humility.	Appreciates the need for lifelong learning in the profession and will seek and participate in personal and professional opportunities.

2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 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.
- ○ 4.0: Ready for Residency:Reviews related materials & enthusiastically brings knowledge back to team/**patient. Initiates dialogue w/ team** to advance own learning, **asks questions professionally in real time** indicating areas of personal interest

PHYSICIAN AS HEALTH SYSTEMS NAVIGATOR:

10.* **Value Based Practice**: Please select the result that best describes your observation of the learner (Nav5H):

	Graduation Target (...as befitting a physician)
Exploration Phase expected performance up to target 3.5	**Horizons Phase expected performance up to target 4.0**
Uses knowledge of value-based practice as clinical experience is accumulated in a variety of healthcare delivery settings.	Explains and evaluates the concept of and rationale for value-based practice while using evidence-based medicine, guidelines, and tools.

2.5	3	3.5	4

- ○ *Not Applicable*
- ○ 2.5: Student is not yet meeting mid clerkship level performance
- ○ 3.0: **Attempts to use value-based practice principles** to formulate their plan of care.
- ○ 3.5: **Accurately and consistently** uses value-based practice principles to formulate their plan of care.
- ○ 4.0: Ready for Residency: Accurately and consistently uses value-based practice principles, evidence-based medicine, **including guidelines and decision support, and can explain these processes** to other care team members.

11.* **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: Consistently **includes** patient's preferences, social determinants of health (SDOH) and health care coverage considerations in **their history gathering and presentations** on the **individual level.**
- ○ 3.5: **Includes therapeutic options in their plan of care** that are based on the patient's preferences, SDOH, health care coverage, and **can identify barriers** to care delivery on the **individual level**.
- ○ 4.0: Ready for Residency: Includes therapies based on patient's preferences, SDOH, health care coverage, & **can strategize about negotiating barriers** to care on the individual **& population level &** discuss how patient experience data is used.

PHYSICIAN AS PATIENT AND COMMUNITY ADVOCATE:

12.* **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: **Creates a plan to mitigate** the gaps and inequities in care for their individual patients.
- ○ 3.5: **Initiates plans to mitigate the gaps** and inequities in care for their individual patients such as reaching out to Social Work, Case Management, etc.
- ○ 4.0: Ready for Residency: The learner **participates in system-level initiatives** to improve health care quality and equity for populations.

ADDITIONAL INFORMATION:

13. Please indicate the amount of time you worked directly with this learner.

[ ]

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

[ ]

Rich text

15.* Summative comments - to be included in Medical Student Performance Evaluation (MSPE):

Rich text

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

Rich text

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