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## Preview Evaluation

**Horizons Elective SPE - Education-Oriented [Version: 1]**

**Preview As**  ▾

### Student Performance Evaluation

**Horizons Elective SPE - Education-Oriented**

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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 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.\* **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 tasks consistently in the teaching setting but requires **occasional prompting to complete other professional and administrative tasks.**
- 3.5: Completes professional, administrative, and **teaching tasks without prompting.**
- 4.0: Ready for Residency: Excels at accomplishing professional, administrative, and teaching tasks **with attention to consistency and quality of feedback. A model for others.**

**PHYSICIAN AS PATIENT AND COMMUNITY ADVOCATE:**

- 2.\* **Determinants of Health:** Please select the result that best describes your observation of the learner (Adv1H):

			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 determinants of health of individual patients and vulnerable populations, recognizing the impact on healthcare access, wellness and disease and uses knowledge to improve patient care.			Explains the determinants of health of individual patients and vulnerable populations and undertakes to improve patient care.	
2.5	3	3.5	4	

- Not Applicable*
- 2.5: Student is not yet meeting mid clerkship level performance
- 3.0: **Proposes and discusses** mitigation for social determinants of health (SDOH) that impact care of an individual patient, including healthcare access with a focus on the community of interest.
- 3.5: Teaches strategies for mitigation of SDOH that impact care of individuals **from vulnerable populations** by improving their access to healthcare or social services and addresses SDOH for individuals.
- 4.0: Ready for Residency: Can lead a discussion on **population level (systems level) interventions** to improve the care of vulnerable populations, their access to healthcare and to address SDOH.

**PHYSICIAN AS PERSON:**

**3.\* 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: Participates in **the set curriculum** and is **actively engaged in discussion.**
- 3.5: Reviews materials related to cases/patients **independently and without prompting and brings that knowledge back to the team demonstrating their enthusiasm** through educating others.
- 4.0: Ready for Residency: Reviews related materials & enthusiastically brings knowledge back to team/**patient. Initiates dialogue with teachers and learners** to advance own learning, **asking questions professionally** indicating areas of interest

**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 & asks follow-up questions** when encountering opinions, positions or approaches that are different from their own. **Their questions demonstrate curiosity and desire to understand the differing opinion(s).**
- 4.0: Ready for Residency: **Respects the opinions of others and strives to understand them.** Works toward **mutual understanding & compromise** through active listening, respectful questioning, reflection and continued dialogue.

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

			Graduation Target (...as befitting a physician)
<b>Exploration Phase expected performance up to target 3.5</b>		<b>Horizons Phase expected performance up to target 4.0</b>	
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.

**ADDITIONAL INFORMATION:**

6. 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.]**

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

[Rich text](#)

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

[Rich text](#)

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