



[Email](#) | [Std. Performance](#) | [Course](#) | [Faculty](#) | [Classifications](#) | [Question Pool](#) | [Mult Choice Pool](#)

[Home](#) / [Administration](#) / [Manage](#) / [Evaluations](#) / **Preview Evaluation**

## Preview Evaluation

**Horizons Elective SPE - Research [Version: 1]**

**Preview As**  ▾

### Student Performance Evaluation

**Horizons Elective SPE - Research**

[Return to Evaluation](#)

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.\* 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.\* 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 or work specific tasks.**
- 3.5: Completes professional, administrative, and **clinical or work specific 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 SCIENTIST:**

3.\* **Scientific Method:** Please select the result that best describes your observation of the learner (Sci2H):

			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 scientific method as an iterative, problem-solving process to improve patient care.		Explains and evaluates the application of the scientific method as an iterative, problem-solving process 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: Designed a research initiative based on the scientific method and began steps to carry out the research project with guidance.
- 3.5: Participated **as a driving force** on a research initiative that was based on the scientific method from project inception to data analysis **personally negotiating barriers and problems.**
- 4.0: Ready for Residency: Was a primary participant & driving force on research initiative **with healthcare/medicine application** that was based on scientific method at all steps of the process & **has begun to work on dissemination/publication.**

**PHYSICIAN AS CLINICAL PROBLEM SOLVER:**

4.\* **Problem Solving Hazards and Bias:** Please select the result that best describes your observation of the learner (Sol6H):

			Graduation Target (...as befitting a physician)	
Exploration Phase expected performance up to target 3.5		Horizons Phase expected performance up to target 4.0		
Cognizant of common and implicit biases and hazards in successful problem-solving processes and continually develops strategies in order to improve patient safety and care.		Explains common and implicit biases and hazards in successful problem-solving processes and employs strategies to negate effects to improve patient safety and care.		
2.5	3	3.5	4	

- Not Applicable*
- 2.5: Student is not yet meeting mid clerkship level performance
- 3.0: Identifies bias (cognitive and social) and problem-solving hazards when discussing cases or studies.
- 3.5: Identifies **and avoids bias** (cognitive and social) and problem-solving hazards **in the provision of patient care or in study design.**
- 4.0: Ready for Residency: **Teaches others** to identify and avoid bias (cognitive and social) and problem solving hazards and **leads by example** in the provision of patient care, study design or case discussions.

**PHYSICIAN AS HEALTH SYSTEMS NAVIGATOR:**

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

		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>	
Understands the dual roles of quality improvement and patient safety in healthcare, participating in the identification of, and response to, performance gaps in 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 identified gaps in patient safety in the provision of care.
- 3.5: **Participates in safety protocols** such as time outs and checklists and identifies safety events. **Can identify** safety gaps and **point them out to the team.**
- 4.0: Ready for Residency: **Leads** safety protocols (time outs/checklists) & enters event reports. **Suggests countermeasures** for identified gaps. **Participates in disclosure conversations, root cause analyses or countermeasure implementation.**

**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](#)

[Return to Evaluation](#)