

Preview Evaluation

Sample Exploration WBA - Counseling/Motivational Interviewing (Formative) [Version: 1]

Preview As

Display Individual Form

Student Performance Evaluation

Sample Exploration WBA - Counseling/Motivational Interviewing (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, 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.

Please review this [1-page guide](#) for completion of this workplace based assessment (WBA).

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

PHYSICIAN AS PROFESSIONAL:

- 1.* Patient Centeredness:** Please select the result that best describes your observation of the learner (Pro7E):

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			
Attends to patient dignity and privacy with consideration of patient preferences and requirements in a non-stigmatizing way as expected of a learner.		Attends to patient dignity and privacy with consideration of patient preferences and requirements in a non-stigmatizing way as expected of a <u>clinical decision-maker</u> .		Attends to patient dignity and privacy with consideration of patient preferences and requirements in a non-stigmatizing way, as befitting a physician.			
0.5	1	1.5	2	2.5	3	3.5	4

- Not Applicable
 2.0: Student is not yet meeting early clerkship level performance.
 2.5: Verbalizes that patients have a right to have their preferences noted and incorporated into processes and healthcare decisions.
 3.0: Elicits patient preferences during interactions.
 3.5: **Consistently** elicits patient preferences during interviews. The learner avoids stigmatizing the patient.
 4.0: Consistently elicits patient preferences and **incorporates into the plans** that they offer for care. Ensures that patients do not feel stigmatized during interactions with the health care team.

PHYSICIAN AS COMMUNICATOR:

2.* Patient Communication: Please select the result that best describes your observation of the learner (Com1E):

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	
Communicates appropriately 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 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.	
0.5	1	1.5	2	2.5	3	3.5	4

- Not Applicable*
- 2.0: Student is not yet meeting early clerkship level performance.*
- 2.5: Communicates effectively with patients. Empathic. Recognizes and responds to verbal or nonverbal cues. **May inconsistently** assess patient's understanding of information.
- 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: Communicates effectively with patients, consistently assessing patient's understanding and preferences, and **can quickly adapt communication skills** based on patient needs.

NARRATIVE COMMENTS:

3. What was done well?

[Rich text](#)

4. Action item(s) for learner improvement in counseling/motivational interviewing:

[Rich text](#)

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