OASIS Curriculum Management and Student Scheduling

UMass Chan
MEDICAL SCHOOL

Preview Evaluation

Sample Radiology Clerkship Student Performance Evaluation (SPE) [Version: 1]

Preview As	Display Individual Form ⌄

Student Performance Evaluation

Sample Radiology Clerkship Student Performance Evaluation (SPE)

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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

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.

Please review this 1-page guide for completion of this student performance evaluation (SPE).

Question numbers in **red*** are required.

PHYSICIAN AS CLINICAL PROBLEM SOLVER:

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

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
Identifies and differentiates clinical reasoning strategies to formulate differential diagnoses and develop management plans while acknowledging limitations of scientific/medical knowledge.		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.
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: Can formulate diff dx and management plan for **common** conditions.
○ 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: 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.**

PHYSICIAN AS PERSON:

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

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
Seeks and participates in educational and/or clinical opportunities to develop their personal and professional knowledge and skills.		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.
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: 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.

○ 4.0: Reviews related materials and enthusiastically brings that knowledge back to the care team/**patient. Self-initiates dialogue with care team** to advance own learning, **asking questions in real time** indicating areas of personal interest.

PHYSICIAN AS PROFESSIONAL:

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

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
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.		Demonstrates effective and flexible participation within interprofessional teams in educational and clinical settings.
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: 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).

○ 4.0: Excels at demonstrating effective **and flexible participation** within interprofessional teams in educational and clinical settings. **A model for others.**

4.* **Professionalism**: Please select the result that best describes your observation of the learner (Pro5E):

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 professional and administrative tasks including responding to school-related communication, punctual attendance, and accurate documentation in a timely manner as expected of a <u>learner</u>.		Completes professional and administrative tasks including responding to school-related communication, punctual attendance, and accurate documentation in a timely manner as expected of a <u>clinical decision-maker</u>.		Accomplishes professional and administrative tasks without prompting including responding to school-related communication, punctual attendance, and accurate documentation in a timely manner as <u>befitting a physician</u>.
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: 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.**
○ 4.0: Excels at accomplishing professional, administrative, and clinical tasks **with an awareness of the entire team's work. A model for others.**

ADDITIONAL INFORMATION:

5.   Please indicate the amount of time you worked 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

NARRATIVE COMMENTS:

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

Rich text

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

Rich text

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