Preview Evaluation

Early Clinical Learning Small Group Facilitator Feedback (DIS1) [Version: 6]

Student Performance Evaluation

Early Clinical Learning Small Group Facilitator Feedback (DIS1)

<div align="center">Return to Evaluation</div>

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.

Early Clinical Learning (ECL) Small Group Facilitator Feedback

FORMATIVE PORTION

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.

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

1.* Open-mindedness: Please select the result that best describes your observation of the learner (Per2):

Critical Deficiencies	Early Learner	Demonstrating Improvement			
		Discovery Phase expected performance up to target 2.5		**Explorations Phase** expected performance up to target 3.5	
		Demonstrates open- mindedness toward others by accepting others' perceptions and feedback as a learner.		Demonstrates open- mindedness toward others by accepting others' perceptions and feedback as a clinical decision-maker.	
0.5	1.0	1.5	2.0	2.5	3.0	3.5

- ○ *Not Applicable*
- ○ 0.5: Occasionally defensive when given feedback
- ○ 1.0
- ○ 1.5: Occasionally demonstrates receptiveness to the opinions of others and occasionally incorporates such feedback into interviews and behaviors
- ○ 2.0
- ○ 2.5: Consistently demonstrates receptiveness to the opinions of others and purposefully incorporates such feedback into interviews and behaviors

2.* Relationship Development: Please select the result that best describes your observation of the learner (Per4):

Critical Deficiencies	Early Learner	Demonstrating Improvement			
		Discovery Phase expected performance up to target 2.5		**Explorations Phase** expected performance up to target 3.5	
		Recognizes the need to develop skills to foster a sense of inclusion, cooperation, and well- being with colleagues, team members, and patients to support relationship building.		Develops fulfilling relationships by fostering a sense of inclusion, cooperation, and well-being with colleagues, team members, and patients.	
0.5	1.0	1.5	2.0	2.5	3.0	3.5

- ○ *Not Applicable*
- ○ 0.5: Often distracted; doesn't consistently display inclusive behavior like eliciting others' perspective
- ○ 1.0
- ○ 1.5: Consistently present; recognizes need for inclusion and cooperation
- ○ 2.0
- ○ 2.5: Consistently present and engaged; demonstrates relationship skills consistently including expressing self respectfully, and seeking input from others

3.* **Self-Awareness and Assessment:** Please select the result that best describes your observation of the learner (Per3):

Critical Deficiencies	Early Learner	Demonstrating Improvement					
		Discovery Phase expected performance up to target 2.5				Explorations Phase expected performance up to target 3.5	
		Demonstrates self- awareness and self-assessment skills to identify personal (emotional/behavioral), professional, and/or educational development areas.				Develops self-awareness and selfassessment skills to identify personal (emotional/behavioral), professional, and educational development areas.	
0.5	1.0	1.5	2.0	2.5		3.0	3.5

○ *Not Applicable*
○ 0.5: Demonstrates limited self-awareness, to identify personal, professional, and/or educational development areas
○ 1.0
○ 1.5: Often demonstrates self-awareness, to identify personal, professional, and/or educational development areas
○ 2.0
○ 2.5: Consistently demonstrates self-awareness and self-assessment skills, to identify personal, professional, and/or educational development areas

4.* **Health Equity:** Please select the result that best describes your observation of the learner (Nav4):

Critical Deficiencies	Early Learner	Demonstrating Improvement					
		Discovery Phase expected performance up to target 2.5				Explorations Phase expected performance up to target 3.5	
		Establishes and maintains knowledge of terms, concepts, and influences related to population health and health equity.				Applies knowledge of population health and health equity to how health outcomes vary within and across populations.	
0.5	1.0	1.5	2.0	2.5		3.0	3.5

○ *Not Applicable*
○ 0.5: Limited interest and engagement about terms, concepts, and influences related to population health & health equity
○ 1.0
○ 1.5: Asks questions and occasionally incorporates terms, concepts and influences related to population health & health equity in small group discussions or written reflections
○ 2.0
○ 2.5: Asks questions and consistently incorporates terms, concepts and influences related to population health & health equity in small group discussions or written reflections

5.* **History Taking:** Please select the result that best describes your observation of the learner (Sol1):

Critical Deficiencies	Early Learner	Demonstrating Improvement					
		Discovery Phase expected performance up to target 2.5				Explorations Phase expected performance up to target 3.5	
		Acquires, synthesizes, and evaluates patient's medical history.				Demonstrates skills in acquiring, synthesizing, and evaluating the patient's medical history identifying key information gathered.	
0.5	1.0	1.5	2.0	2.5		3.0	3.5

○ *Not Applicable*
○ 0.5: Does not consistently acquire patient medical history
○ 1.0: Acquires general information consistently in appropriate history categories
○ 1.5: Acquires general information and evaluates and collects appropriate targeted information from FH, SH, PMH and ROS
○ 2.0: Acquires general information and evaluates and collects appropriate targeted information from FH, SH, PMH and ROS, forms a problem list
○ 2.5: Acquires general information and evaluates and collects appropriate targeted information from FH, SH, PMH and ROS, forms a differential diagnosis, and asks disease-based questions

6.* **Patient Communication:** Please select the result that best describes your observation of the learner (Com1):

Critical Deficiencies	Early Learner	Demonstrating Improvement					
		Discovery Phase expected performance up to target 2.5				Explorations Phase expected performance up to target 3.5	
		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.	
0.5	1.0	1.5	2.0	2.5		3.0	3.5

- ○ *Not Applicable*
- ○ 0.5: Verbal and non-verbal communication demonstrates intent to form a productive relationship with the patient, but at times may be inappropriate in terms of word choice, tone, facial expression, gaze, and gesture
- ○ 1.0
- ○ 1.5: Verbal and non-verbal communication is mostly appropriate in terms of word choice, tone, facial expression, gaze, and gesture
- ○ 2.0
- ○ 2.5: Verbal and non-verbal communication remains consistently appropriate in terms of word choice, tone, facial expression, gaze, and gesture as case content becomes more challenging

7.* **Written Communication:** Please select the result that best describes your observation of the learner (Com2):

Critical Deficiencies	Early Learner	Demonstrating Improvement					
		Discovery Phase expected performance up to target 2.5				Explorations Phase expected performance up to target 3.5	
		Communicates with colleagues and team members in a responsible and responsive manner through appropriate written communication including medical record documentation, and/or other assignments.				Documentation: Communicates with all colleagues and team members through appropriate written communication including accurate and complete medical record documentation, and/or other assignments.	
0.5	1.0	1.5	2.0	2.5		3.0	3.5

- ○ *Not Applicable*
- ○ 0.5: Assignments are sometimes late or incomplete, and often lack an appropriate explanation for the delay
- ○ 1.0
- ○ 1.5: Assignments are rarely late or incomplete and include appropriate explanation for the delay
- ○ 2.0
- ○ 2.5: Assignments consistently demonstrate thoughtful engagement on the topic at hand and are submitted on time

8.* **Verbal Communication:** Please select the result that best describes your observation of the learner (Com4):

Critical Deficiencies	Early Learner	Demonstrating Improvement					
		Discovery Phase expected performance up to target 2.5				Explorations Phase expected performance up to target 3.5	
		Communicates with colleagues and team members in a responsible and responsive manner through appropriate verbal communication including oral presentations using a standardized format.				Oral Presentation: 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.	
0.5	1.0	1.5	2.0	2.5		3.0	3.5

- ○ *Not Applicable*
- ○ 0.5: Verbal communications including oral presentations can be unclear or not well organized. Oral presentations might have multiple omissions
- ○ 1.0
- ○ 1.5: Verbal communications including oral presentations are clear and accurate but not always organized. Oral presentations might be incomplete with omissions
- ○ 2.0
- ○ 2.5: Verbal communications including oral presentations are clear, organized, and accurate. Oral presentations rarely omit data or are verbose

9.* **Behavior and Language:** Please select the result that best describes your observation of the learner (Pro1):

Critical Deficiencies	Early Learner	Demonstrating Improvement					
		Discovery Phase expected performance up to target 2.5				Explorations Phase expected performance up to target 3.5	
		Demonstrates professionalism (i.e., honesty, integrity, altruism, compassion, boundaries, and respect) through behavior and language as a <u>learner</u>.				Demonstrates professionalism (i.e., honesty, integrity, altruism, compassion, boundaries, and respect) through behavior and language as a <u>clinical decision-maker</u>.	
0.5	1.0	1.5	2.0	2.5		3.0	3.5

- ○ *Not Applicable*
- ○ 0.5: Occasionally demonstrates professionalism through behavior and language in the following: honesty, integrity, altruism, compassion, boundaries, and respect
- ○ 1.0
- ○ 1.5: Frequently demonstrates professionalism through behavior and language in the following: honesty, integrity, altruism, compassion, boundaries, and respect
- ○ 2.0
- ○ 2.5: Consistently demonstrates professionalism through behavior and language in the following: integrity, altruism, compassion, boundaries, and respect

10.* **Determinants of Health:** Please select the result that best describes your observation of the learner (Adv1):

Critical Deficiencies	Early Learner	Demonstrating Improvement					
		Discovery Phase expected performance up to target 2.5				Explorations Phase expected performance up to target 3.5	
		Recognizes the need to understand the determinants of health of individual patients and vulnerable populations to improve patient care.				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.	
0.5	1.0	1.5	2.0	2.5		3.0	3.5

- ○ *Not Applicable*
- ○ 0.5: Occasionally references how the determinants of health of individual patients and vulnerable populations impacts patient care
- ○ 1.0
- ○ 1.5: Often references how the determinants of health of individual patients and vulnerable populations impacts patient care
- ○ 2.0
- ○ 2.5: Consistently references how the determinants of health of individual patients and vulnerable populations impacts patient care

NARRATIVE COMMENTS:

11.* Narrative Comments (a minimum of two sentences required): Please summarize strengths and weaknesses. Wherever possible, include examples of behavior leading to your assessment.

Rich text

12.* Narrative Comments (a minimum of two items required): Provide action items for learner improvement.

Rich text

SUMMATIVE PORTION

Please give credit if the following criteria are met:
turned in prep assignments on time
attended small group sessions
participated in small group sessions

13.* Overall Rating

- ○ No Credit (0%) *(one or more criteria were NOT met)*
- ○ Credit (10%)

Return to Evaluation