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Preview Evaluation

Explorations WBA - H&P or Problem Based Observed Encounter (Formative) [Version: 2]

Student Performance Evaluation

Explorations WBA - H&P or Problem Based Observed Encounter (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 [ONE-PAGE GUIDE](#) for completion of this workplace based assessment (WBA).

PLEASE NOTE: This WBA provides FORMATIVE feedback to learners (does not count towards grading).

1.* Setting:

- Inpatient
- Outpatient (new patient, problem-oriented)
- Emergency Room

2.* Complexity of case:

- Low
- Moderate
- High

3. Case information:

[Rich text](#)

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PHYSICIAN AS CLINICAL PROBLEM SOLVER:

4.* History Taking: Please select the result that best describes your observation of the learner (Sol1E):

| 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 |
| Acquires, synthesizes, and evaluates patient's medical history. | | Demonstrates skills in acquiring, synthesizing, and evaluating the patient's medical history identifying key information gathered. | | | | | Consistently demonstrates skills in acquiring, synthesizing, and evaluating patient's history. |
| 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 acquires**, synthesizes, and evaluates patient's medical history. May not identify key information.
- 3.0: **Demonstrates** skills in acquiring, synthesizing, and evaluating the patient's medical history and/or **identifies key information gathered.**
- 3.5: **Is consistently** skillful in acquiring, synthesizing, and evaluating the patient's medical history and **consistently** identifies key information gathered.
- 4.0: Demonstrates **advanced skills** in acquiring, synthesizing, and evaluating the **complex** patient's medical history and consistently identifies key information gathered. **A model for others.**

5.* Physical Exam: Please select the result that best describes your observation of the learner (Sol2E):

| 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 |
| Performs elements of a physical exam relevant to the clinical situation and patient concerns including identifying common abnormalities. | | Conducts organized complete or focused physical exam including identifying abnormalities using diagnostic tools, if applicable. | | | | | Appropriately selects and conducts complete or focused physical exams, using appropriate diagnostic tools and interpreting abnormalities. |
| 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: Performs physical exam identifying **common** abnormalities.
- 3.0: Appropriately **selects and performs complete or focused** physical exam identifying **common** abnormalities.
- 3.5: Performs complete or focused physical exam and **identifies less common abnormalities using advanced maneuvers as needed.**
- 4.0: **Appropriately selects and performs complete or focused** physical exam identifying less common abnormalities **and interpreting findings.**

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PHYSICIAN AS COMMUNICATOR:

6.* 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.

7.* Integration of Patient Factors: Please select the result that best describes your observation of the learner (Com3E):

| 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 | |
| Inquires about the impact of families, culture, language, and social determinants of health on the way that patients experience and communicate about illness and responds appropriately. | | Displays ability to integrate impact of families, culture, language, and social determinants of health on the way that patients experience and communicate about illness and responds appropriately. | | | | Adept at integrating the impact of families, culture, language, and social determinants of health on the way that patients experience and communicate about illness and responds. | |
| 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: Inquires about impact of families, culture, language, and social determinants of health (SDOH) on the way patients experience and communicate about illness.
- 3.0: **Consistently** inquires about and **occasionally integrates** the impact of families, culture, language, and SDOH on the way patients experience and communicate about illness.
- 3.5: **Consistently** integrates the impact of families, culture, language, and SDOH on the way patients experience and communicate about illness.
- 4.0: **Is skilled** at integrating the impact of families, culture, language, and SDOH on the way patients experience and communicate about illness **even in complex cases.**

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NARRATIVE COMMENTS:

8. What was done well?

[Rich text](#)

9. Action item(s) for learner improvement in H&P or problem based encounters:

[Rich text](#)

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