Uniform Evaluation of Students: Year III and IV Courses
The George Washington University School of Medicine and Health Sciences
Mail to: GW SMHS Dean’s Office / Registrar
2300 I St. NW, 708, Washington, DC 20037
Email: MArmstrong@gwu.edu
Fax to: 202-994-0926

Student: __________________________ Course: __________________________ Dates Attended: __________________________

| Exam Grade: | N/A | Type______ | Score______ | Fail | Conditional | Pass | High Pass | Honors |
| Exam Grade: | N/A | Type______ | Score______ | Fail | Conditional | Pass | High Pass | Honors |
| Project Grade: | N/A | Type______ | Score______ | Fail | Conditional | Pass | High Pass | Honors |
| Project Grade: | N/A | Type______ | Score______ | Fail | Conditional | Pass | High Pass | Honors |
| Clinical Grade: | N/A | SITE:_______________ | Fail | Conditional | Pass | High Pass | Honors |
| Clinical Grade: | N/A | SITE:_______________ | Fail | Conditional | Pass | High Pass | Honors |
| Clinical Grade: | N/A | SITE:_______________ | Fail | Conditional | Pass | High Pass | Honors |
| Clinical Grade: | N/A | SITE:_______________ | Fail | Conditional | Pass | High Pass | Honors |

Overall Grade: (completed by attending only):

<table>
<thead>
<tr>
<th>Unacceptable performance*</th>
<th>Marginal performance, remediation suggested/required*</th>
<th>Very good</th>
<th>Excellent</th>
<th>Outstanding</th>
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Signature of Attending/Course Director: __________________________
Print Name: __________________________ Date: __________________________

*All conditional and fail grades must be reported to the Associate Dean for Student Affairs (Dean Rhonda Goldberg rmgoldb@gwu.edu) before any remediation is attempted. Specific recommendations for remediation should accompany the report. The proposed remediation must be approved by the Medical Student Evaluation Committee.
UNIFORM EVALUATION OF STUDENT FOR CLINICAL COURSES - GW SMHS

Clerkship: ____________________________  If applicable:
Student Name: ____________________________  Year 3 - Rotation: 1 2 3 4 5 6
Dates on Clerkship/Course: ____________________________  Month: 1 2
Evaluator: ____________________________  Weeks: 1 2 3 4 5 6 7 8

Rating Scale: The following rating scale applies to all succeeding numerical scales. In specific areas, descriptions of the expected performance and the extremes of performance are offered. Any score below 3 requires a narrative description of student performance.

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Cognitive Skills:

• Medical Knowledge:

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<tr>
<td>Usually inaccurate. Knowledge of disease and pathophysiology, diagnosis, and treatment is very limited. Poor ability to access biomedical resources. Poor knowledge of evidence-based medicine principles.</td>
<td>Solid fund of knowledge. Shows a good understanding of pathophysiology, diagnosis, and treatment. Can access biomedical resources necessary to inform care. Demonstrates knowledge of evidence-based medicine principles. Meets the expectations for level of training of a GW student.</td>
<td>Has outstanding knowledge of disease, pathophysiology, diagnosis, and treatment. Outstanding ability to access biomedical resources necessary to inform care. Demonstrates outstanding knowledge of evidence-based medicine principles.</td>
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• Ability to Organize Data:

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<tr>
<td>Usually disorganized. Cannot see relationships between information. Unable to formulate a reasonable description of the clinical information.</td>
<td>Usually able to organize information logically. Usually able to formulate a reasonable description of the clinical information. Meets the expectations for level of training of a GW student.</td>
<td>Superior organizational skills. Always able to logically formulate a description of the clinical information.</td>
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• Ability to Synthesize Data into an Assessment:

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<tr>
<td>Usually unable to reach a logical assessment about the patient and their problems. Poor ability to develop differential diagnosis and discriminate more likely from less likely causes.</td>
<td>Usually able to reach a logical assessment of the patient and their problems. Good ability to develop a differential diagnosis and discriminate more likely from less likely causes. Meets expectations for level of training of a GW student.</td>
<td>Outstanding ability to reach a logical assessment of the patient and their problems. Excellent ability to develop a comprehensive differential diagnosis and astute at organizing considerations in a logical order.</td>
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**Ability to Formulate a Plan for Diagnosis or Treatment:**

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<tr>
<td>1</td>
<td>Usually unable to develop a logical plan for care. Usually unaware of appropriate treatment or diagnostic interventions.</td>
<td>Usually able to develop a logical plan for care. Aware of most common appropriate treatment and diagnostic interventions. Can access relevant clinical guidelines for cost-effective care and identify system resources for acute and chronic disease management. Can critically appraise interventions and identify potential approaches to disease prevention. Meets expectations for level of training of a GW student.</td>
<td>Outstanding ability to develop a logical plan for care. Includes sophisticated plans for treatment and diagnosis.</td>
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(Mandatory) Comments on Cognitive Skills:

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**Clinical Skills**

**History Taking**

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**Physical Examination/Mental Health Status Examination:**

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<td>1</td>
<td>Usually incomplete, superficial, cursory or inaccurate. Misses major findings frequently.</td>
<td>Generally thorough examinations performed. Minor omissions, all major findings elicited. Meets expectations for level of training of a GW student.</td>
<td>Always complete, consistently accurate, all findings including subtle ones are elicited.</td>
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**Technical/Procedural Skills:**

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(Mandatory) Comments on Clinical Skills:
Information Presentation:

• Oral Presentations:

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<td>1</td>
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<td>Generally poorly organized. Multiple pieces of key information missing. Consistent inattention to details. Unable to express thoughts clearly.</td>
<td>Presentations are clear and usually well organized. They usually include a clear summary of historical information and an appropriate differential diagnosis and treatment plan. Meets expectations for level of training of a GW student.</td>
<td>Outstanding presentations. Always very clear and exceptionally well organized. All pertinent information presented concisely. Pertinent positives and negatives included. Excellent assessment and plan.</td>
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• Written Presentations:

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• Patient Communications:

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<td>Poor ability to communicate with patients and families. Insensitive to patient literacy, beliefs, and culture. Poor ability to inform patient of the risks and benefits of common interventions. Unable to describe informed consent or participate in shared decision making. Unable to describe strategies for engaging in difficult conversations with patients.</td>
<td>Demonstrates effective communication skills with patients and families including sensitivity to patient literacy, beliefs, culture, and emotional and cognitive state. Can inform patients of the risks and benefits of common interventions, participate in shared decision making, and obtain informed consent. Can describe skills and strategies for engaging patients in difficult conversations such as those about serious diagnoses or end-of-life care.</td>
<td>Demonstrates outstanding communication skills with patients and families including sensitivity to patient literacy, beliefs, and culture. Outstanding ability to describe informed consent and participate in shared decision making. Outstanding ability to describe skills and strategies for engaging patients in difficult conversations.</td>
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(Mandatory) Comments on Patient Communication:
Professionalism Evaluation: (Required)

In each domain, appropriate performance is indicated at the right of the scale (a numerical rating of “5” indicates satisfactory performance). Inappropriate performance descriptors are indicated at the left of the scale. ANY NUMERICAL RATING THAT IS LESS THAN 5 MUST BE SUPPORTED BY A SPECIFIC DESCRIPTION OF THE STUDENT’S BEHAVIOR. If you have not observed a characteristic please indicate “Not Observed”.

Honesty/Integrity:

- **Truthfulness**

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<th>“Not Observed”</th>
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<tbody>
<tr>
<td>Too little or too much</td>
<td>Untruthful; misrepresents position/status; misuses resources; falsifies data, plagiarizes, cheats OR Truthful to the point of blatant insensitivity; tactless</td>
<td></td>
<td></td>
<td>Satisfactory</td>
<td>Exhibits truthfulness; trustworthy; displays honesty at all times</td>
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- **Adherence to Ethical Principles**

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<tbody>
<tr>
<td>Too little or too much</td>
<td>Engages in unethical behavior OR Sanctimonious; intolerant</td>
<td></td>
<td></td>
<td>Satisfactory</td>
<td>Models ethical behavior</td>
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Responsibility/Reliability/Dependability:

- **Responsibility**

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<tr>
<td>Too little or too much</td>
<td>Consistent lack of punctuality; misses deadlines; does not comply with regulations; avoids responsibility and work OR Values timeliness over quality; inflexible and overly reliant on rules; not accountable to anyone, self-righteous or self-aggrandizing</td>
<td></td>
<td></td>
<td>Satisfactory</td>
<td>Punctual; meets deadlines; complies with policies; assumes responsibility</td>
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Teamwork:

- **Teamwork**

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<tr>
<td>Too little or too much</td>
<td>Is non-participative or uncooperative; is overly-critical; is disrespectful to authority and others; causes team to function poorly</td>
<td></td>
<td></td>
<td>Satisfactory</td>
<td>Is cooperative; Constructively contributes; shows respect for authority and others; helps the team function smoothly</td>
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- Interprofessional Team Relationships

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<tr>
<td><strong>Too little or too much</strong></td>
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<tr>
<td>Does not recognize certain members or exhibits favoritism; Displays poor sensitivity or respect for certain professional roles/backgrounds/authority; Discourages other team members from appreciating different perspectives/points of view; Does not incorporate ideas from other professions/points of view into care planning and delivery</td>
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<td><strong>Satisfactory</strong></td>
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<tr>
<td>Is equally inclusive and attentive to all members; Shows sensitivity and respect for all professional roles/backgrounds/authority; Encourages other team members to appreciate different perspectives/points of view; Incorporates ideas from other professions/points of view into care planning and delivery</td>
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- Team Leadership: To be evaluated only if expectation is for students to lead a team

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<tr>
<td>Provides no overall direction or success criteria; Is disorganized about the work of the team; Treats members differently or unfairly; Ignores those not participating; Ignores issues that impede team functioning or contribute to member disagreements; Discourages team dialogue to improve process</td>
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<tr>
<td><strong>Satisfactory</strong></td>
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<td>Sets a clear direction with success criteria; Effectively organizes the team’s work; Is inclusive and fair to all members; encourages participation; Intervenes effectively to improve team functioning or member disagreements; Facilitates team learning; encourages dialogue about the team process</td>
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**Empathy: Compassion**

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<td>Emotionally unresponsive; little compassion; cold; indifferent; self-centered; selfish; unwilling to extend self to others; OR Emotionally over-responsive; objectivity clouded by desire to help others; gives misleading information in efforts to console; overextends self to own detriment</td>
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<tr>
<td><strong>Satisfactory</strong></td>
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<tr>
<td>Empathic and sensitive to others; maintains objectivity; shows appropriate concern for others</td>
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**Commitment to Competence and Excellence: Motivation and Drive**

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<td>Too little or too much</td>
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<td></td>
<td></td>
<td>Satisfactory</td>
<td>Sets and achieves realistic goals; seeks to develop additional knowledge; conscientious; strives for excellence</td>
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<td>Low Standards of achievement; aspires to minimum standards only; complacent; aimless; educationally adrift</td>
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<tr>
<td>OR</td>
<td>Overly competitive; perfectionistic; answers for others; sets unachievable goals</td>
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**Respect for Patients: Relationships, Autonomy, Confidentiality**

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<tr>
<td>Too little or too much</td>
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<td></td>
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<td>Satisfactory</td>
<td>Demonstrates sensitivity to patients; respects patient autonomy, confidentiality, beliefs, and culture. Recognizes personal or professional conflicts that may affect care.</td>
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<tr>
<td>Disrespectful to patients; insensitive to beliefs, opinions, gender, race, culture, religion, sexual preference or status; disregards autonomy or confidentiality</td>
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<td>OR</td>
<td>Indiscriminately accepts all behaviors, regardless of consequences; unable to provide limits to choice; inappropriately upholds confidentiality at expense of safety (e.g., suicidality, homicidality, sexual assault, child abuse, etc.)</td>
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**Global Rating Scale:**

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**Comments on Global Rating Scale**

**Areas of Strength:**

**Areas for Improvement:**

**Comments to facilitate student’s personal growth, NOT intended for inclusion in the Dean’s letter (MSPE):**