

UNIFORM CLINICAL EVALUATION of students

Clerkship/Course: _____

Student Name: _____

Dates on Clerkship/Course: _____

Evaluator: _____



The following rating scale applies to all succeeding numerical scales. Descriptions of expected performance and extremes of performance are offered. Any score below 3 requires your comments on student performance.

1	2	3	4	5
Unacceptable performance	Marginal performance, remediation suggested/required	Good-Very Good. At expected level for GW student.	Excellent.	Outstanding.

Cognitive Skills: Medical Knowledge

1	2	3	4	5
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.		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.		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.

Cognitive Skills: Ability to Organize Data

1	2	3	4	5
Usually disorganized. Cannot see relationships between information. Unable to formulate a reasonable description of the clinical information.		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.		Superior organizational skills. Always able to logically formulate a description of the clinical information.

Cognitive Skills: Ability to Synthesize Data into an Assessment:

1	2	3	4	5
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.		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.		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.

Cognitive Skills: Ability to Formulate a Plan for Diagnosis or Treatment:

1	2	3	4	5
Usually unable to develop a logical plan for care. Usually unaware of appropriate treatment or diagnostic interventions.		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.		Outstanding ability to develop a logical plan for care. Includes sophisticated plans for treatment and diagnosis.

(Mandatory) Comments on Cognitive Skills:

Clinical Skills: History Taking

1	2	3	4	5
Generally incomplete. Frequently disorganized. Does not focus on the patient's problems at all. Poor patient rapport. Insensitive to patient. Important information is usually missing.		Usually complete. Good organization. Very good ability to establish rapport. Good sensitivity to patient. Can usually detect hidden agendas. Usually includes all important information. Meets expectations for level of training of a GW student.		Outstanding history taking. Very sensitive to patient and frequently picks up hidden agendas. Superior organization. Always includes important information.

Clinical Skills: Physical Examination/Mental Health Status Examination:

1	2	3	4	5
Usually incomplete, superficial, cursory or inaccurate. Misses major findings frequently.		Generally thorough examinations performed. Minor omissions, all major findings elicited. Meets expectations for level of training of a GW student.		Always complete, consistently accurate, all findings including subtle ones are elicited.

Clinical Skills: Technical/Procedural Skills

1	2	3	4	5
Generally careless or incompetent. Frequent disregard for patient comfort.		Proficient. Exhibits appropriate care. Minimizes patient discomfort and risk. Meets expectations for level of training of a GW student.		Superb skills, excellent technique. Puts patients at ease, attends to their concerns.

(Mandatory) Comments on Clinical Skills:

Information Presentation: Oral Presentations

1	2	3	4	5
Generally poorly organized. Multiple pieces of key information missing. Consistent inattention to details. Unable to express thoughts clearly.		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.		Outstanding presentations. Always very clear and exceptionally well organized. All pertinent information presented concisely. Pertinent positives and negatives included. Excellent assessment and plan.

Information Presentation: Written Presentations

1	2	3	4	5
Generally incomplete, messy, and poorly organized. Major omissions. Poor assessment and plan.		Thorough, neat, well organized and clear. Meets expectations for level of training of a GW student.		Outstanding clarity, superior organization, excellent summary of history, physical, assessment, and plan.

Information Presentation: Patient Communications

1	2	3	4	5
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.		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.		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.

(Mandatory) Comments on Information Presentation:

Professionalism Section: Was this student professional in each area described below throughout the clerkship?

Please respond SATISFACTORY or UNSATISFACTORY or NOT APPLICABLE and provide comments below.

Comments are REQUIRED if any areas are unsatisfactory.

<p>Truthful and Ethical?</p>	<p>UNSATISFACTORY <input type="checkbox"/></p> <p>Untruthful; misrepresents position/status; misuses resources; falsifies data, plagiarizes, cheats, Engages in unethical behavior OR Truthful to the point of blatant insensitivity; tactless, sanctimonious, intolerant</p>	<p>SATISFACTORY <input type="checkbox"/></p> <p>truthful, honest, trustworthy and adheres to ethical principles</p>	<p>N/A <input type="checkbox"/></p>
<p>Responsibility and Commitment to Competence and Excellence:</p>	<p>UNSATISFACTORY <input type="checkbox"/></p> <p>Consistent lack of punctuality; misses deadlines; does not comply with regulations; avoids responsibility and work, Low Standards of achievement; aspires to minimum standards only; complacent; aimless; educationally adrift OR Values timeliness over quality; inflexible and overly reliant on rules; not accountable to anyone, self-righteous or self-aggrandizing, overly competitive; perfectionistic; answers for others; sets unachievable goals</p>	<p>SATISFACTORY <input type="checkbox"/></p> <p>Motivated and driven; Sets and achieves realistic goals; seeks to develop additional knowledge; conscientious; strives for excellence</p>	<p>N/A <input type="checkbox"/></p>
<p>Teamwork:</p>	<p>UNSATISFACTORY <input type="checkbox"/></p> <p>Is non-participative or uncooperative; Is overly-critical; Is disrespectful to authority and others; Causes team to function poorly</p>	<p>SATISFACTORY <input type="checkbox"/></p> <p>Is cooperative; Constructively contributes; Shows respect for authority and others; Helps the team function smoothly</p>	<p>N/A <input type="checkbox"/></p>
<p>Interprofessional Team Relationships:</p>	<p>UNSATISFACTORY <input type="checkbox"/></p> <p>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</p>	<p>SATISFACTORY <input type="checkbox"/></p> <p>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 as appropriate</p>	<p>N/A <input type="checkbox"/></p>
<p>Team Leadership: (To be evaluated only if expectation is for students to lead a team):</p>	<p>UNSATISFACTORY <input type="checkbox"/></p> <p>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</p>	<p>SATISFACTORY <input type="checkbox"/></p> <p>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</p>	<p>N/A <input type="checkbox"/></p>
<p>Empathetic and Compassionate:</p>	<p>UNSATISFACTORY <input type="checkbox"/></p> <p>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</p>	<p>SATISFACTORY <input type="checkbox"/></p> <p>Sensitive to others; maintains objectivity; shows appropriate concern for others</p>	<p>N/A <input type="checkbox"/></p>
<p>Respect for Patients</p>	<p>UNSATISFACTORY <input type="checkbox"/></p> <p>Disrespectful to patients; insensitive to beliefs, opinions, gender, race, culture, religion, sexual preference or status; disregards autonomy or confidentiality OR 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.)</p>	<p>SATISFACTORY <input type="checkbox"/></p> <p>relationships, autonomy, confidentiality; Demonstrates sensitivity to patients; respects patient autonomy, confidentiality, beliefs, and culture. Recognizes personal or professional conflicts that may affect care</p>	<p>N/A <input type="checkbox"/></p>

Provide required comments here IF any areas were UNSATISFACTORY: (please specify)

Was the student OUTSTANDING in any areas above? If yes, provide comments here: (please specify)

Global Rating: THIS MUST BE COMPLETED

1	2	3	4	5
FAIL: Unacceptable performance	CONDITIONAL: Marginal performance, remediation suggested/required.	PASS: Good-Very Good. At expected level for GW student.	HIGH PASS: Excellent	HONORS: Outstanding

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):

-- end of form--

-- submit to GW Registrar as follows --

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: RegistrarMD@email.gwu.edu Fax: 202-994-0926

Student's Name: _____

Course: _____

Evaluator's Name: _____

Date of course: _____

Date submitted: _____