

UNIFORM CLINICAL EVALUATION of students

Student Name: _____

Clerkship/Course: _____

Evaluator Name: _____

Date Submitted: _____

Dates on Clerkship/Course: _____

Each question contains descriptions of expected student performance. Any score below 3 requires your comments (see comments boxes at end of the form).

1. MEDICAL KNOWLEDGE: Does the student demonstrate a solid fund of knowledge, a good understanding of health, pathophysiology, diagnosis and treatment, and usually see logical relationships between data? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Usually inaccurate, very limited. Usually cannot see relationships between data.	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Demonstrates outstanding knowledge even in complex situation. Consistently sees relationships among data

2. PATIENT CARE: History Taking - Does the student take a complete, organized history, using sensitivity, building rapport, detecting hidden agendas, including important information? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Usually incomplete, disorganized, not focused on patient's problems, poor rapport, insensitive, frequently missing information	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Demonstrates outstanding, history taking with superior organization and sensitively builds rapport, even in complex situations.

3. PATIENT CARE: Physical Examination/Mental Health Status Examination - Does the student perform thorough exams, eliciting major findings with minor omissions? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Usually incomplete, superficial, cursory or inaccurate. Frequently misses major findings.	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Demonstrates complete, accurate exams, eliciting all pertinent findings including subtle ones, even in complex situations.

4. PATIENT CARE: Ability to Synthesize Data into an Assessment - Does the student use clinical reasoning to reach a logical assessment of the patient and differential diagnosis for their problems? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Usually unable to reach a logical assessment about the patient and their problems. Poor clinical reasoning, cannot discriminate more likely from less likely causes.	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Demonstrates outstanding clinical reasoning to reach logical assessments, consistently developing comprehensive and logical differential diagnoses including what is more and less likely. Can also assess response to treatment (reassesses).

5. PATIENT CARE: Ability to Formulate a Plan for Diagnosis or Treatment - Does the student develop a logical care plan, with an awareness of most common treatment and diagnostic interventions, critically appraising interventions and potential approaches to disease prevention? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Usually unable to develop a logical plan for care. Usually unaware of treatment and prevention options	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Develops logical and sophisticated care plans for diagnosis, treatments, and/or health maintenance/disease prevention even in complex situations.

6. PATIENT CARE: Technical/Procedural Skills - Does the student exhibit proficient and appropriate skills, minimizing patient discomfort and risk? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Generally careless or incompetent. Frequent disregard for patient comfort.	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Demonstrates superior technique, puts patients at ease, attends to their concerns, even for complex situations and procedures

7. INTERPERSONAL and COMMUNICATION SKILLS: Oral Presentations - Does the student provide organized oral presentations with a clear summary and data to support a working assessment and plan? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Generally poorly organized. Multiple pieces of key information missing. Consistent inattention to details. Unable to express thoughts clearly.	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Demonstrates clear, well organized, complete but concise presentations that include justification for assessment and plan, even in complex situations.

8. INTERPERSONAL and COMMUNICATION SKILLS: Written Presentations – Does the student provide organized, thorough, and clear written presentations? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Generally incomplete, messy, and poorly organized. Major omissions. Poor assessment and plan.	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Demonstrates superior clarity and organization, even in complex situations

9. INTERPERSONAL and COMMUNICATION SKILLS: Patient Communication – Does the student communicate effectively with patients and families with sensitivity to patient literacy, beliefs, culture, emotional and cognitive state, including risk/benefit information, employing shared decision-making, obtaining informed consent, describing strategies for engaging in difficult conversations? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Poor communication, insensitive, does not inform of risks/benefits, unable to describe informed consent, no shared decision making. Unable to describe strategies for engaging in difficult conversations with patients.	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Demonstrates outstanding, sensitive communication skills with patients and families, using skills and strategies for engaging patients in difficult conversations (such as with serious diagnosis, or end-of-life care).

10. PRACTICE BASED LEARNING and IMPROVEMENT: Does the student access biomedical resources necessary to inform care, demonstrate knowledge of evidence-based medicine principles, identify information gaps? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Poor ability to access biomedical resources. Poor knowledge of evidence-based medicine principles. Does not identify or fill knowledge gaps.	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Consistently accesses biomedical resources necessary to inform care, Outstanding knowledge and application of evidence-based medicine principles. Fills knowledge gaps and shares information with the team.

11. SYSTEMS-BASED PRACTICE: Does the student identify principles of cost-effective care and ways to enhance patient safety and quality, advocate for patients, optimize outcomes and minimize disparities in the healthcare system? If meeting expectations, select 3.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Does not apply these principles	Marginal performance	Meets expectations for level of training of a GW student.	Often exceeds expectations	Consistently applies these principles to advocate for patients and optimize outcomes even in complex systems.

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 (comments boxes on final page).

<p>Truthfulness 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 identity or expression, race, culture, religion, sexual orientation, or ability; 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>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>

Global Rating: THIS MUST BE COMPLETED Student Name: _____

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
FAIL: Unacceptable performance	CONDITIONAL: Marginal performance, remediation suggested/required	PASS: Good-Very Good, at expected level for GW student. Meets expectations	HIGH PASS: Excellent, often exceeds expectations	HONORS: Outstanding, consistently exceeds expectations and/or even in complex situations

Provide comments on MEDICAL KNOWLEDGE, PATIENT CARE, COMMUNICATION, PRACTICE BASED LEARNING & IMPROVEMENT, SYSTEMS BASED PRACTICE, and PROFESSIONALISM to inform the Global Rating.

General Guidance for Narrative Comments

- Be descriptive and specific; avoid generalized statements.
- Provide concrete examples supported by observations.
- Use objective, non-judgmental language; focus on performance, not personality; avoid biased language.
- Offer actionable suggestions.
- When feasible, narrative should represent a consensus assessment of the learner's performance by the clinical team.
- Use P-RIME terminology when applicable: Professionalism, Reporter, Interpreter, Manager, Educator.

AREAS of STRENGTH (provide comments on all above sections):

AREAS for IMPROVEMENT: (in addition to overall areas for improvement, please specifically address anything marked as marginal, unacceptable, or unsatisfactory in any section above)

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

ATTESTATION: By submitting this evaluation, I attest that I do not have a conflict of interest that includes providing health and/or psychiatric/psychologic services to this student.

-- end of form --

Submit to GW SMHS [Office of the MD Registrar \(registrarmd@gwu.edu\)](mailto:registrarmd@gwu.edu)