

Please circle the rating which **best reflects your judgment** of the candidate's performance. You may use the tick boxes to highlight specific performance issues. You may tick boxes across multiple sections within a category – overall results for each category are determined by where **the majority of competence has been demonstrated**. This scale applies to interactions with patients, family members, or colleagues. **Please note the GRS will count for 30% of the final mark.**

Station:

Assessor:

Candidate:

Date:

| Response to Patient or Colleague's Needs or Feelings  |  |  |   |
|---|--|--|---|
| 1   | 2  | 3  | 4   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> insensitive to and does not recognize the relationship between effective communication and improved patient outcomes</li> <li><input type="checkbox"/> does not attempt to adapt approach in light of culture, language, religion, gender, or age</li> <li><input type="checkbox"/> does not respond to obvious cues (verbal or non-verbal)</li> <li><input type="checkbox"/> does not check for understanding</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> struggles with establishing a relationship</li> <li><input type="checkbox"/> attempts, but struggles to adapt approach in light of culture, language, religion, gender, or age</li> <li><input type="checkbox"/> uses a tone of voice and/or body language that is judgmental</li> <li><input type="checkbox"/> occasionally responds appropriately to cues</li> <li><input type="checkbox"/> asks in passing for understanding</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> establishes a positive relationship (understanding, trust, respect, honesty, empathy) with patient, family, or colleague</li> <li><input type="checkbox"/> adapts approach in light of culture, language, religion, gender, or age</li> <li><input type="checkbox"/> engages patients, families, or colleagues in shared decision making</li> <li><input type="checkbox"/> responds appropriately to most cues</li> <li><input type="checkbox"/> asks for confirmation of understanding</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> earns confidence and cooperation from patient, family, or colleague through a consistently perceptive, genuine manner</li> <li><input type="checkbox"/> confirms with patient approach is appropriate in light of culture, language, religion, gender, or age</li> <li><input type="checkbox"/> communicates effectively with patient, family, or colleague in a non-judgmental yet firm way</li> <li><input type="checkbox"/> asks for a demonstration of understanding</li> </ul> |
| Verbal Expression   |  |  |   |
| 1   | 2  | 3  | 4   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> communicates in manner that interferes with and/or prevents understanding</li> <li><input type="checkbox"/> uses a judgmental tone of voice</li> <li><input type="checkbox"/> uses inappropriate language</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> some difficulties with communication</li> <li><input type="checkbox"/> some terms or expressions are inappropriate</li> <li><input type="checkbox"/> uses somewhat Judgmental tone of voice</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> has no major difficulties with communication</li> <li><input type="checkbox"/> exhibits sufficient control of expression to be understood by an active, engaged listener</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> exhibits command of expression fluency, appropriate vocabulary, tone, volume, pace, and clear pronunciation</li> </ul>  |
| Non-verbal Expression   |  |  |   |
| 1   | 2  | 3  | 4   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> fails to use non-verbal communication (eye-contact, gesture, posture, use of silence, etc.)</li> <li><input type="checkbox"/> uses judgmental body language and/or body language that demonstrates a lack of self-confidence</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> uses somewhat judgmental body language</li> <li><input type="checkbox"/> inconsistent posture, eye contact</li> <li><input type="checkbox"/> appears nervous or uncomfortable</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> exhibits adequate control of non-verbal expression (eye-contact, gesture, posture, use of silence, etc.)</li> <li><input type="checkbox"/> appears relaxed, comfortable</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses non-verbal (eye-contact, gesture, posture, use of silence, etc.) communication to enhance effective, empathetic communication</li> <li><input type="checkbox"/> Appears confident, professional, in control of the situation</li> </ul>  |
| Organization, Logic, and Flow   |  |  |   |
| 1   | 2  | 3  | 4   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> uses a haphazard approach to problem solving</li> <li><input type="checkbox"/> is disorganized and/or rambling</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> sometimes responds appropriately in light of context</li> <li><input type="checkbox"/> approach is formulaic with minimal flexibility and/or control of the conversation is inconsistent</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates focus</li> <li><input type="checkbox"/> attempts to be flexible</li> <li><input type="checkbox"/> is able to consistently control the flow of the conversation</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> has superb organization</li> <li><input type="checkbox"/> is concise, with attention to detail</li> <li><input type="checkbox"/> is flexible</li> </ul>   |
| Overall Assessment Results:   |  | /16  |   |

Comments:

Please note any concerns you may have about the students' performance:

**Did not demonstrate:**

- medical knowledge
- data gathering
- organization
- problem formulation
- assessment of psychosocial context
- diagnosis
- management
- clinical reasoning
- counseling
- communication skills
- physical examination technique
- obligation of professional practice ( eg. ethics, legal, collaboration with colleagues/team)
- teaching / advocacy
- other \_\_\_\_\_