

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
<input type="checkbox"/> insensitive to and does not recognize the relationship between effective communication and improved patient outcomes <input type="checkbox"/> does not attempt to adapt approach in light of culture, language, religion, gender, or age <input type="checkbox"/> does not respond to obvious cues (verbal or non-verbal) <input type="checkbox"/> does not check for understanding	<input type="checkbox"/> struggles with establishing a relationship <input type="checkbox"/> attempts, but struggles to adapt approach in light of culture, language, religion, gender, or age <input type="checkbox"/> uses a tone of voice and/or body language that is judgmental <input type="checkbox"/> occasionally responds appropriately to cues <input type="checkbox"/> asks in passing for understanding	<input type="checkbox"/> establishes a positive relationship (understanding, trust, respect, honesty, empathy) with patient, family, or colleague <input type="checkbox"/> adapts approach in light of culture, language, religion, gender, or age <input type="checkbox"/> engages patients, families, or colleagues in shared decision making <input type="checkbox"/> responds appropriately to most cues <input type="checkbox"/> asks for confirmation of understanding	<input type="checkbox"/> earns confidence and cooperation from patient, family, or colleague through a consistently perceptive, genuine manner <input type="checkbox"/> confirms with patient approach is appropriate in light of culture, language, religion, gender, or age <input type="checkbox"/> communicates effectively with patient, family, or colleague in a non-judgmental yet firm way <input type="checkbox"/> asks for a demonstration of understanding
Verbal Expression			
1	2	3	4
<input type="checkbox"/> communicates in manner that interferes with and/or prevents understanding <input type="checkbox"/> uses a judgmental tone of voice <input type="checkbox"/> uses inappropriate language	<input type="checkbox"/> some difficulties with communication <input type="checkbox"/> some terms or expressions are inappropriate <input type="checkbox"/> uses somewhat Judgmental tone of voice	<input type="checkbox"/> has no major difficulties with communication <input type="checkbox"/> exhibits sufficient control of expression to be understood by an active, engaged listener	<input type="checkbox"/> exhibits command of expression fluency, appropriate vocabulary, tone, volume, pace, and clear pronunciation
Non-verbal Expression			
1	2	3	4
<input type="checkbox"/> fails to use non-verbal communication (eye-contact, gesture, posture, use of silence, etc.) <input type="checkbox"/> uses judgmental body language and/or body language that demonstrates a lack of self-confidence	<input type="checkbox"/> uses somewhat judgmental body language <input type="checkbox"/> inconsistent posture, eye contact <input type="checkbox"/> appears nervous or uncomfortable	<input type="checkbox"/> exhibits adequate control of non-verbal expression (eye-contact, gesture, posture, use of silence, etc.) <input type="checkbox"/> appears relaxed, comfortable	<input type="checkbox"/> Uses non-verbal (eye-contact, gesture, posture, use of silence, etc.) communication to enhance effective, empathetic communication <input type="checkbox"/> Appears confident, professional, in control of the situation
Organization, Logic, and Flow			
1	2	3	4
<input type="checkbox"/> uses a haphazard approach to problem solving <input type="checkbox"/> is disorganized and/or rambling	<input type="checkbox"/> sometimes responds appropriately in light of context <input type="checkbox"/> approach is formulaic with minimal flexibility and/or control of the conversation is inconsistent	<input type="checkbox"/> demonstrates focus <input type="checkbox"/> attempts to be flexible <input type="checkbox"/> is able to consistently control the flow of the conversation	<input type="checkbox"/> has superb organization <input type="checkbox"/> is concise, with attention to detail <input type="checkbox"/> is flexible
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 _____