

1. Global Communication - Mechanics

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Grammar is overly casual or inappropriate, often mispronounces words	Grammar borders on overly casual or inappropriate. May mispronounce occasional words	Grammar is mostly appropriate and fluid, only minor flaws	Speaks with proper grammar, pronunciation and fluency
Uses frequent filler words, likely distracting to patient	Often uses filler words but still able to communicate effectively	Uses occasional filler words but still able to communicate effectively	Does not use filler words (e.g. um, you know, like, yeah, so)
Speaks much too fast or slow, speech is awkward	Speaks with either an inappropriate rate or speech is awkward	Speech is mostly fluid, slightly too fast or slow	Speaks with appropriate rate and volume of speech

2. Global Communication - Content

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Uses frequent medical or inappropriate terminology (5+ times)	Uses some medical jargon (3-4 times)	Uses occasional medical jargon (1-2 times)	Selects and uses vocabulary appropriate for the context

3. Global Non-Verbal Communication

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Eye contact with patient is minimal and is mostly focused on chart notes or something other than the patient	Eye contact is moderately appropriate with only 3-4 inappropriately long breaks to review notes, etc.	Eye contact is mostly appropriate with only 1-2 inappropriately long breaks to review notes, etc.	Maintains appropriate eye contact throughout the session with brief breaks to check notes when necessary
Inappropriate body language, unprofessional posture, and inappropriate distance based on context	Student exhibits 2/3 of the following: Inappropriate body language, unprofessional posture, and inappropriate distance based on context	Student exhibits 1/3 of the following: Inappropriate body language, unprofessional posture, and inappropriate distance based on context	Appropriate body language, professional posture, and comfortable distance based on context
Consistently engages in distracting gestures	Frequently engages in distracting gestures	Occasional distracting gestures	Does not engage in distracting gestures
Frequent long periods of awkward silence	Moderate amount of awkward silence	Occasional awkward silence, but overall good flow	Does not create awkward silences

4. Organization and Logic

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Info presented disorganized or illogical	Info presented in a minimally organized/ logical order	Info presented in a mostly organized and logical order	Info presented in a well organized and logical order
Unable to modify flow or delivery based on patient need or uncovering unexpected information	Attempts, but is unsuccessful in, modifying flow or delivery based on patient need or uncovering unexpected information	Mostly successful in modifying flow or delivery based on patient need or uncovering unexpected information	Shows flexibility/ability to reorganize upon presentation or uncovering of unexpected info
Unable to direct the session or refocus the conversation	Attempts, but is unsuccessful, in efforts to direct or refocus the conversation	Attempts and is somewhat successful in efforts to direct or refocus a conversation	Maintains control of the session; showing ability to bring the conversation back to the topic when the pt digresses

5. Professional Appearance and Rapport

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Skips or provides a poor greeting relative to context. Does not obtain invitation/permission for giving news	Minimal greeting relative to context. Student does not consciously seek invitation for giving news	Greeting is reasonable and mostly professional. Student makes attempt to elicit invitation for giving news	Provides professional and appropriate greeting for the context. Obtains invitation/permission for giving news
Attire and overall appearance is sloppy or unprofessional	Attire and overall appearance is somewhat unprofessional or minimally acceptable	Attire and overall appearance is causal but acceptable	Attire and overall appearance is professional
Ends session abruptly or without proper closure, strategy or summary	Ends session with minimal closure, strategy or summary	Ends session acceptably but with obvious room for improvement. Incomplete strategy or summary	Ends session in an appropriate manner with proper closure, completed strategy and summary

6. Assessment the support of family and other resources

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Did not consider pt family or outside support	Briefly considered, or made assumptions about pt support system. Support sx not integrated into counseling/plan	Aware of, but did not fully incorporate support sx into counseling/plan.	Evaluated patient support and incorporated that into counseling/plan

7. Expressed personal commitment to the patient and their problem

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Student more aware of their process than the patient's	Student moderately aware of patient process, primary focus is on their own feelings/learning	Student mostly aware of patient process, minimal focus is on their own feelings/learning	Student puts patient comfort above their own. Aware of their own limitations

8. Explained treatment options and the patient's prognosis

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Minimal or no PARQ	Sizeable gaps in PARQ, major points highlighted.	Mostly complete/mostly accurate PARQ.	Complete and accurate PARQ
Makes frequent assumptions about pt knowledge	Moderate assessment of patient understanding	Checks in/uses verbal cues to assure pt understands PARQ	Uses both verbal and nonverbal cues to assure pt understands PARQ
Does not assess or assure patient comprehension	Minimally assess patient comprehension	Student adequately assesses and assures patient comprehension	Professionally assesses and assures patient comprehension

9. Gave the patient a sense of hope without describing it unrealistically

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Does not adequately express severity/urgency of patient dx	Moderately conveys severity/urgency.	Mostly conveys severity/urgency.	Offers realistic level of hope while adequately discussing severity/urgency of dx.

10. Overall satisfaction with the student's performance

Points: _____

Early Learner - 1 point	Adequate - 2 points	Competent - 3 points	Professional - 4 points
Student clearly uncomfortable. Process is more about the student than the patient.	Student adequately handles patient interactions	Student performance has minor glitches, but is overall well done	Student functions as a competent professional