

Appendix M: New Rubric

New Grading System Rubric January 2022

Competency/ Level of Proficiency	Honors	High Pass	Pass	Fail
Clinical Skills				
Practical Clinical skills	<p>The student is able to independently obtain a comprehensive and/or focused medical history. Performs physical examinations of all categories appropriate to the patient's condition. Present sand or document pertinent health information in a concise, complete and responsible way. Performs routine and basic medical procedures. Selects appropriate investigations and interpret the results for diseases and conditions.</p>	<p>Student with minimal guidance: Is able to obtain a comprehensive and/or focused medical history. Performs physical examinations of all categories appropriate to the patient's condition. Presents and or document pertinent health information in a concise, complete and responsible way. Able to perform routine and basic medical procedures. Able to select appropriate investigations and interpret the results for diseases and conditions.</p>	<p>Student with continual guidance: Is able to obtain a comprehensive and/or focused medical history. Performs physical examinations of all categories appropriate to the patient's condition. Presents and or document pertinent health information in a concise, complete and responsible way. Able to perform routine and basic medical procedures. Able to select appropriate investigations and interpret the results for diseases and conditions.</p>	<p>Student unable despite maximal guidance: Is unable to obtain a comprehensive and/or focused medical history. Performs physical examinations of all categories appropriate to the patient's condition. Presents and or document pertinent health information in a concise, complete and responsible way. Is unable to perform routine and basic medical procedures. Is unable to select appropriate investigations and interpret the results for diseases and conditions.</p>
	<p>The student is able to independently: Able to explain etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results imaging investigations and causes of common and important diseases. Advanced clinical reasoning ability in complex clinical scenarios. Generates a prioritized differential to propose various diagnostic and therapeutic options. Utilizes the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease. Independently identifies individuals at risk for disease and select appropriate preventive measures. Identifies individuals at risk for disease including life threatening emergencies and initiate appropriate primary intervention. Incorporates the impact of factors including aging, psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients as well as their impact on families and caregivers</p>	<p>The student with minimal guidance: Able to explain etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results imaging investigations and causes of common and important diseases. Able to apply logical clinical reasoning in complex clinical scenarios. Able to generate a prioritized differential to propose various diagnostic and therapeutic options. Able to utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease. Able to identify individuals at risk for disease and select appropriate preventive measures. Able to identify individuals at risk for disease including life threatening emergencies and initiate appropriate primary intervention. Able to incorporate the impact of factors including aging, psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients as well as their impact on families and caregivers</p>	<p>The student with continual guidance: Able to explain etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results imaging investigations and causes of common and important diseases. Able to apply logical clinical reasoning in complex clinical scenarios. Able to generate a prioritized differential to propose various diagnostic and therapeutic options. Able to utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease. Able to identify individuals at risk for disease and select appropriate preventive measures. Able to identify individuals at risk for disease including life threatening emergencies and initiate appropriate primary intervention. Able to incorporate the impact of factors including aging, psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients as well as their impact on families and caregivers</p>	<p>Student unable despite maximal guidance: Unable to explain etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results imaging investigations and causes of common and important diseases. Unable to apply logical clinical reasoning in complex clinical scenarios. Unable to generate a prioritized differential to propose various diagnostic and therapeutic options. Able to utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease. Unable to identify individuals at risk for disease and select appropriate preventive measures. Unable to identify individuals at risk for disease including life threatening emergencies and initiate appropriate primary intervention. Unable to incorporate the impact of factors including aging, psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients as well as their impact on families and caregivers</p>
Clinical Reasoning Grade				

Communication skills (Patient)	Independent and excellent use of: Questioning styles, including effective information gathering. Appropriate levels of eye contact and posture. Excellent active listening. Demonstrates excellent empathy, rapport-building and acknowledgement of emotional responses.	Minimally dependent and above average use of: Questioning styles, including effective information gathering. Appropriate levels of eye contact and posture. Excellent active listening. Demonstrates good empathy, rapport-building and acknowledgement of emotional responses.	With continual guidance a good use of: questioning styles, including effective information gathering. Good levels of eye contact and posture. Good active listening. Demonstrates fair empathy, rapport-building and acknowledgement of emotional responses. With continual guidance communicates effectively with patients, their families. Provides patient education for all ages regarding health problems and health maintenance.	Student despite maximal guidance unable to: Use adequate questioning styles, including ineffective information gathering. Poor to no eye contact and poor posture. Poor active listening. Unable to demonstrating empathy, rapport-building and acknowledgement of emotional responses. With continual guidance, unable to communicate effectively with patients, their families. provide patient education for all ages regarding health problems and health maintenance.	
Communication skills (Healthcare Team)	Independently communicates effectively with patients, their families. Provide patient education for all ages regarding health problems and health maintenance.	With minimal supervision communicates effectively with patients, their families. Provides patient education for all ages regarding health problems and health maintenance.	Minimally dependent with above average communication skills with members of the health care team using medical terminology, utilizing semantic qualifiers. Recognizes and communicates common and important abnormal clinical findings	With continual guidance a good use of communication skills with members of the health care team using medical terminology, utilizing semantic qualifiers. Recognizes and communicates common and important abnormal clinical findings	Student despite maximal guidance unable to: Consistently communicates with members of the health care team using poor medical terminology, unable to utilize semantic qualifiers. Unable to consistently recognize and communicate common and important abnormal clinical findings

**Competency/
Level of
Proficiency
Professional
Behavior**

	Honors	High Pass	Pass	Fail
Direct Observation	A student that independently: Fosters an atmosphere of excellence, participates and attends in all rounds, clinical sessions and lectures on time. Accepts criticism well. Demonstrates sensitivity to issues related to culture, race, age, gender, religion, sexual orientation and disability in the delivery of health care. Demonstrates a commitment to high professional and ethical standards. Recognizes one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation. Reacts appropriately to difficult situations involving conflicts, nonadherence, and ethical dilemma	A student with minimal guidance: Fosters an atmosphere of excellence, participates and attends in all rounds, clinical sessions and lectures on time. Accepts criticism well. Demonstrates sensitivity to issues related to culture, race, age, gender, religion, sexual orientation and disability in the delivery of health care. Demonstrates a commitment to high professional and ethical standards. Recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation. Reacts appropriately to difficult	A student with continuous guidance: Fosters an atmosphere of excellence, participates and attends in all rounds, clinical sessions and lectures on time. Accepts criticism well. Demonstrates sensitivity to issues related to culture, race, age, gender, religion, sexual orientation and disability in the delivery of health care. Demonstrates a commitment to high professional and ethical standards. Recognizes most limitations in knowledge, skills and attitudes and the need for asking for additional consultation. Participates in activities to improve the quality of medical education. Reacts appropriately to difficult	A student despite continuous guidance: Fails to show up, is frequently late to rounds and lectures. Does not Accept criticism well. Does not recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation. Reacts inappropriately to difficult situations involving conflicts, nonadherence, and ethical dilemmas

Indirect Observation	Participates in activities to improve the quality of medical education. Has completed all logs in the patient encounter log and has completed all web based requirements.	situations involving conflicts, nonadherence, and ethical dilemmas Participates in activities to improve the quality of medical education. Has completed 100% of logs in the patient encounter log and has completed 80-99% of web based requirements	situations involving conflicts, nonadherence, and ethical dilemmas Participates in activities to improve the quality of medical education. Has completed 100% of logs in the patient encounter log and has completed 60-79% of web based requirements.	Does not participate in activities to improve the quality of medical education. Has completed less than 100% of logs in the patient encounter log or has completed less than 60% of web based requirements
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