

Appendix M: Old Rubric

Old rubric for the assessment of clinical competencies (for students who started core clerkships (year 3) prior to January 3, 2022.

Competency/ Level of Proficiency	A+	A	B	C	Fail
Clinical Skills					Student unable despite maximal guidance:
Practical Clinical skills	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 all appropriate investigations and interpret the results for diseases and conditions.	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 all appropriate investigations and interpret the results for diseases and conditions.	Student with intermittent guidance: Is able to obtain a comprehensive and/or focused medical history. Performs physical examinations of most categories appropriate to the patient's condition. Presents and or document most pertinent health information in a concise, semi-complete and responsible way. Able to perform most routine and basic medical procedures. Able to select most appropriate investigations and interpret the results for diseases and conditions.	Student with continual guidance: Is able to obtain a comprehensive and/or focused medical history. Performs physical examinations of most categories appropriate to the patient's condition. Presents and or document some pertinent health information in a poorly organized format. Able to perform some routine and basic medical procedures. Able to select some appropriate investigations and interpret the results for diseases and conditions.	Is unable to obtain a comprehensive and/or focused medical history. Unable to perform physical examinations of categories appropriate to the patient's condition. Unable to present 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.
Clinical Reasoning Grade	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	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 student with intermittent 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 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	Student 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.

	<p>treatment of disease. Independently identifies individuals at risk for disease and select appropriate preventive measures. Identifies individuals at risk for disease including</p> <p>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 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</p> <p>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 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</p> <p>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>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</p> <p>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>Unable 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</p> <p>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> <p>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.</p>
Communication Skills (Patient)	<p>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.</p>	<p>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.</p>	<p>Intermittently dependent and average use of: Questioning styles, including effective information gathering. Good levels of eye contact and posture. Good active listening. Demonstrates good empathy, rapport-building and acknowledgement of emotional responses.</p>	<p>With continual guidance a fair use of: Questioning styles, including effective information gathering. Fair levels of eye contact and posture. Fair active listening. Demonstrates fair empathy, rapport-building and acknowledgement of emotional responses.</p>	<p>With continual guidance communicates effectively with patients, their families. Provides minimal patient education for all ages regarding health problems and health maintenance.</p>
Communication skills (Healthcare Team)	<p>Highly effectively communicates with members of the health care team using medical terminology, utilizing semantic</p>	<p>Minimally dependent with above average communication skills with members of the health care team using medical terminology,</p>	<p>Minimally dependent with above good communication skills with members of the health care team using medical terminology,</p>	<p>With continual guidance a fair use of communication skills with members of the health care team using medical terminology,</p>	<p>Student despite maximal guidance unable to: Consistently communicates with members of the</p>

qualifiers. Recognizes and communicates common and important abnormal clinical findings	utilizing semantic qualifiers. Recognizes and communicates common and important abnormal clinical findings	utilizing semantic qualifiers. Recognizes and communicates most common and important abnormal clinical findings	utilizing semantic qualifiers. Recognizes and communicates some common and important abnormal clinical findings	health care team using poor medical terminology, unable to utilize semantic qualifiers. Unable to consistently recognize and communicate common and important abnormal clinical findings
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Professional Behavior

A student that independently: Fosters an atmosphere of excellence, participates and attends in all rounds, clinical sessions and lectures on time. Accepts criticism well. Has completed all logs in the patient encounter log and has completed all web based requirements. 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. Participates in activities to improve the quality of medical education. Reacts appropriately to difficult situations involving conflicts, nonadherence, and ethical dilemmas	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. Has completed all logs in the patient encounter log and has completed all web based requirements. 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. Participates in activities to improve the quality of medical education. Reacts appropriately to difficult situations involving conflicts, nonadherence, and ethical dilemmas	A student with intermittent guidance: Fosters a positive atmosphere, participates and attends in most rounds, clinical sessions and lectures on time. Accepts criticism well. Has completed most logs in the patient encounter log and has completed most web based requirements. 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 most limitations in knowledge, skills and attitudes and the need for asking for additional consultation. Participates in most activities to improve the quality of medical education. Reacts appropriately to most difficult situations involving conflicts, nonadherence, and ethical dilemmas	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. Has completed some logs in the patient encounter log and has completed some web based requirements. 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 some limitations in knowledge, skills and attitudes and the need for asking for additional consultation. Participates in some activities to improve the quality of medical education. Reacts appropriately to some difficult situations involving conflicts, nonadherence, and ethical dilemmas	A student despite continuous guidance: Fails to show up, is frequently late to rounds and lectures. Does not Accept criticism well. Has not completed all logs in the patient encounter log and has not completed all web based requirements. Does not recognize one's own limitations in knowledge, skills and attitudes and the need for asking for additional consultation. Unable to participate in activities to improve the quality of medical education. Reacts inappropriately to difficult situations involving conflicts, nonadherence, and ethical dilemmas
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