

Analysis of Medical Error Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Identification of adverse outcome or near miss event	The event is significant, appropriate for analysis, and clearly defined	The event is significant, appropriate for analysis, well defined but not in depth	The event is significant, appropriate for analysis but not well defined	The event is not significant or not appropriate for analysis
System based approach	Identifies all factors involved including process, people, policies, and environment	Identifies most factors involved including process, people, policies, and environment	Fails to identify the majority of factors involved	Analysis is one sided, placing blames with one factor
Identification of latent sources of error	Identifies multiple sources of systems errors contributing to event showing understanding of the interconnections in the overall system	Identifies several sources of systems errors contributing to the event, shows understanding of the interconnections in the overall system but may be incomplete	Identifies several sources of system errors contributing to the event but does not show understanding of the interconnections in the overall system	Unable to identify sources of error
Preventing recurrences	Suggests several possible changes to prevent recurrences that are feasible and directly related to identified sources of error	Suggests a possible changes to prevent recurrences that is feasible and directly related to identified sources of error	Suggests possible changes to prevent recurrences that may not be feasible	Suggest possible changes to prevent recurrences that are not feasible or do not address the identified sources of error

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Reflection Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Narrate	Describes an event or experience with clear and concise terms, provides selective, relevant details and facts	Describes an event or experience clearly provides relevant details	Describes an event or experience using facts and feelings, provides relevant details	Unable to describe clearly an event or experience
Analyze	Able to analyze an event or experience with insight, connects to real world, theory, standards	Able to analyze an event or experience with insight with limited connections to real world theory, standards	Able to identify strengths and weakness of an event or experience without personal insight	Unable to identify strengths and weaknesses of an event
Synthesize and judge	Relates what was learned from an event or experience and indicates what improvements could be made	Relates what was learned from an event or experience	Able to state what learning has occurred and the relevance	Unable to identify learning and/or the relevance
Goal setting	Able to self assess personal growth as wells as use peer and faculty input and state future goals based on experience	Uses peer and faculty input to identify short and long term goals based on experience	Able to identify area for improvement and unable to formulate goals based on experience	Unable to identify any area for improvement

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Presentation Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Topic Selection	Topic is relevant with evidence of collaboration with a faculty member	Topic is relevant limited evidence of collaboration with a faculty member	Topic is relevant with no evidence of collaboration with a faculty member	Topic is not relevant with no evidence of collaboration with a faculty member
Presentation of Information	Presentation is clear and organized with complete information	Presentation is clear and organized with basic information	Presentation is not clear or well organized with only basic information	Presentation is not clear or well organized with incorrect information
Works cited	A wide variety of highly reputable resources used including appropriate journal articles	A wide variety of resources used including journal articles that may not be peer reviewed or highly reputable	Minimal outside resources or non-academic sources used	Only textbooks were used
Presentation Skills	Visual aids clear and organized, ability to communicate effectively is obvious	Visual aids clear and organized, ability to communicate effectively is affected by one issue (IE nerves)	Visual aids may not be clear and organized, ability to communicate effectively is affected by more than one issue	Visual aids not clear and organized, no ability to communicate effectively is noted

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Morbidity and Mortality Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Clinical Presentation at Morbidity and Mortality Conference	Clinical presentation complete and presented in clear, organized manner	Clinical presentation complete and presented in a clear manner	Clinical presentation complete but presented in an unclear manner	Clinical presentation incomplete, presented in an unclear manner
Issue Presentation at Morbidity and Mortality Conference	Higher level issue identified, background information given, thoroughly explained	Obvious issue identified, background information given and thoroughly explained but basic in nature	Issue identified with incomplete explanation or incomplete background information	Inappropriate issue identified, explanation is incorrect
Issue Improvement Plan (written)	Realistic improvement plan created that will work within the existing system	Improvement plan created that may not be realistic	Improvement plan not appropriate or does not address issue	Improvement plan not appropriate
Works cited	A wide variety of highly reputable resources used including appropriate journal articles	A wide variety of resources used including journal articles that may not be peer reviewed or highly reputable	Minimal outside resources or non-academic sources used	Only textbooks were used

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Learning Plan Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Identification of learning goals	Learning goals/deficits identified show great self assessment and understanding of personal weaknesses	Learning goals/deficits complete that are obvious and appropriate	Learning goals/deficits complete but basic in nature or not appropriate	Learning goals/deficits incomplete, inappropriate learning goals
Development of a learning plan	Plan clearly organized addresses learning goals on an integrated level	Report organized and addresses learning goals at basic level	Report organized but does not completely address learning goals	Plan poorly organized and did not address learning goals
Completion of learning plan	Learning plan implemented and complete with evidence of application of knowledge obtained from learning plan	Learning plan implemented and complete with all goals met but basic in nature	Learning plan implemented but some goals not met	Learning plan not implemented in any form
Works cited	A wide variety of highly reputable resources used including appropriate journal articles	A wide variety of resources used including journal articles that may not be peer reviewed or highly reputable	Minimal outside resources or non-academic sources used	Only textbooks were used

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Learning Issue Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Presentation of clinical presentation and learning issue	Clinical presentation complete with higher level learning issue identified	Clinical presentation complete with obvious learning issue identified that is an appropriate issue	Clinical presentation complete but learning issue is basic in nature or not appropriate	Clinical presentation incomplete, inappropriate learning issue
Medical knowledge gained	Report clearly organized and level of writing and scientific vocabulary is appropriate and addresses learning issue	Report organized and addresses learning issue at basic level	Report organized but does not completely address learning issue	Report poorly organized and did not address learning issue
Patient care strategy and treatment	Long term, holistic patient care strategy and treatment reported supported by best practices	Patient care strategy and treatment reported, supported by literature but not best practices	Patient care strategy and treatment reported but not supported by literature	No patient care strategy and/or treatment reported
Works cited	A wide variety of highly reputable resources used including appropriate journal articles	A wide variety of resources used including journal articles that may not be peer reviewed or highly reputable	Minimal outside resources or non-academic sources used	Only textbooks were used

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Journal Club Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Topic and Article Selection	Topic is relevant and article is from a peer-reviewed, well respected source with evidence of collaboration with a faculty member	Topic is relevant and article is from a peer-reviewed source with evidence of collaboration with a faculty member	Topic is relevant and article is from a peer-reviewed source with no evidence of collaboration with a faculty member	Topic is not relevant with no evidence of collaboration with a faculty member
Presentation of Background Information	Presentation is clear and organized with complete information	Presentation is clear and organized with basic information	Presentation is not clear or well organized with only basic information	Presentation is not clear or well organized with incorrect information
Presentation of the Article	Shows in depth understanding of study design, methods, statistics, conclusion, strengths, weakness and impact on practice	Shows basic understanding of study design, methods, statistics, conclusion, strengths, weakness and impact on practice	Shows basic understanding of some but not all of the elements	Does not show understanding of elements
Presentation Skills	Visual aids clear and organized, ability to communicate effectively is obvious	Visual aids clear and organized, ability to communicate effectively is affected by one issue (IE nerves)	Visual aids may not be clear and organized, ability to communicate effectively is affected by more than one issue	Visual aids not clear and organized, no ability to communicate effectively is noted

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Guideline-Driven Evaluation Project Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Identification of clinical practice guideline	Identifies a guideline that is relevant and provides in depth rationale for its selection	Identifies a guideline that is relevant and provides basic rationale for its selection	Identifies a guideline that is relevant but does not provide rationale for its selection	Identifies a guideline that is not relevant
Chart Review	Provides evidence of an in depth chart review with all necessary data collected	Provides evidence of a chart review with all necessary data collected	Provides evidence of chart review but some necessary data missing	Provides no evidence of a chart review or data is incorrect
Performance Measure	Calculates the performance measure for the guideline correctly	Calculates the performance measure for the guideline correctly	Calculates the performance measure for the guideline incorrectly	Calculates the performance measure for the guideline incorrectly
Comment on findings of chart review with plan for improvement as needed	Provides a well articulated explanation of findings with a plan that is clearly organized and based on evidence-based medicine	Provides a well articulated explanation but plan may not be based on evidence-based medicine	Provides a explanation of findings with no clear improvement plan as needed	Does not provides an explanation of findings

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Counseling Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Communication skills	Effective, addresses all issues and nuances of care	Effective, addresses all issues	Barely effective does not address all issues	Ineffective, poor word choices, does not address all issues
Attitude	Overtly altruistic	Caring, empathetic, engaging	Neutral with no signs of engagement	Rude, confrontational, counterproductive
Medical information	Correct information given with obvious in depth knowledge	Correct information given at basic level	Imprecise or vague information given	Wrong information given
Patient care	Understands complexity of special needs and addresses, aligned with patient level of understanding	Sensitive, addresses special needs of patient, aligned with patient level of understanding	Sensitive to patient needs but not aligned with patient level of understanding	Insensitive to patient needs, not aligned with patient level of understanding

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Clinical Write up (Chart review) Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Organization of write up	All information organized in logical sequence; follows acceptable format	Information generally organized in logical sequence; follows acceptable format	Errors in format, information intermittently organized	Errors in format, information disorganized
Thoroughness of history	Thoroughly documents all pertinent history components for type of note, includes critical as well as supportive information	Documents most pertinent history components; includes all critical information	Fails to document most pertinent history components; lacks some critical information or rambling in history	Minimal history, critical information missing
Thoroughness of physical examination	Thoroughly documents all pertinent examination components for type of note	Documents most pertinent examination components; includes all critical examinations	Documents some pertinent examination components	Physical examination cursory, misses several pertinent components
Diagnostic reasoning	Assessment consistent with prior documentation. Clear justification for diagnosis. Notes all secondary problems. Cost effective when ordering diagnostic tests	Assessment consistent with prior documentation. Clear justification for diagnosis. Notes most secondary problems.	Assessment mostly consistent with prior documentation. Fails to clearly justify diagnosis or note secondary problems or orders inappropriate diagnostic tests.	Assessment not consistent with prior documentation. Fails to clearly justify diagnosis or note secondary problems or orders inappropriate diagnostic tests.
Treatment plan/Patient Education	Treatment plan and patient education addresses all issues raised by diagnosis; excellent insight into patient's needs. Evidence based decisions. Cost effective treatment.	Treatment plan and patient education addresses most issues raised by diagnosis. Evidence based decisions	Treatment plan and patient education fail to address most issues raised by diagnoses	Minimal treatment plan and/or patient education addressed

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate

Service Improvement Plan Rubric

Criteria	Exceeds expectations (EE)	Meets expectations (ME)	Needs improvement (NI)	Inadequate
Identification of service deficit and learning goals	Identifies a deficit that shows great understanding of the service's weaknesses	Identifies a deficit that is obvious but appropriate	Identifies a deficit that is basic in nature or not appropriate	Identifies a deficit that is inappropriate
Development of a improvement plan	Plan clearly organized addresses learning goals on an integrated level, is evidence-based	Plan organized and addresses learning goals at basic level, may not be evidence-based	Plan organized but does not completely address learning goals	Plan poorly organized and did not address learning goals
Completion of improvement plan	Improvement plan implemented and evidence of follow through and adaptation based on needs of service	Improvement plan implemented with limited follow through and adaptation	Improvement plan implemented but no follow through	Improvement plan not implemented in any form
Works cited	A wide variety of highly reputable resources used including appropriate journal articles	A wide variety of resources used including journal articles that may not be peer reviewed or highly reputable	Minimal outside resources or non-academic sources used	Only textbooks were used

Overall grade:

Exceeds Expectations-2 or more EE, no more than 2 ME, no NI, no inadequate

Meets Expectations-3 ME, 1 NI, no inadequate

Needs Improvement-2 NI, no inadequate

Failed-2 or more NI, any inadequate