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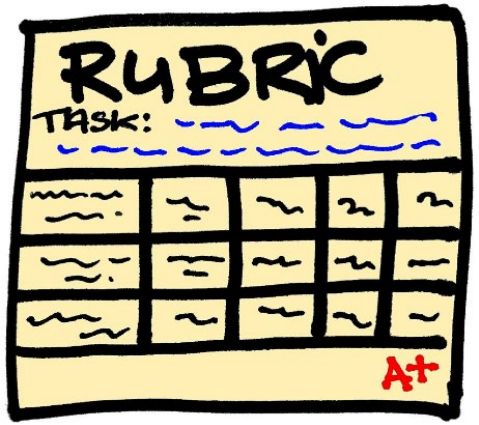

Rubrics for Evaluating Clinical Competencies

Educator Development Program
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What is a Rubric?

A rubric is:

- a scoring tool that lays out expectations for an assignment.
- learner-centered assessment tool that encourages behavioral changes in learners.
- a table with a task described above, the header as a scale or skill level and the left column is the dimension or criteria.

TASK: Perform a specific clinical competency with a SP

	Scale 1	Scale 2	Scale 3
Dimension 1	All elements included	Most elements included	Few elements included
Dimension 2			
Dimension 3			
Dimension 4			

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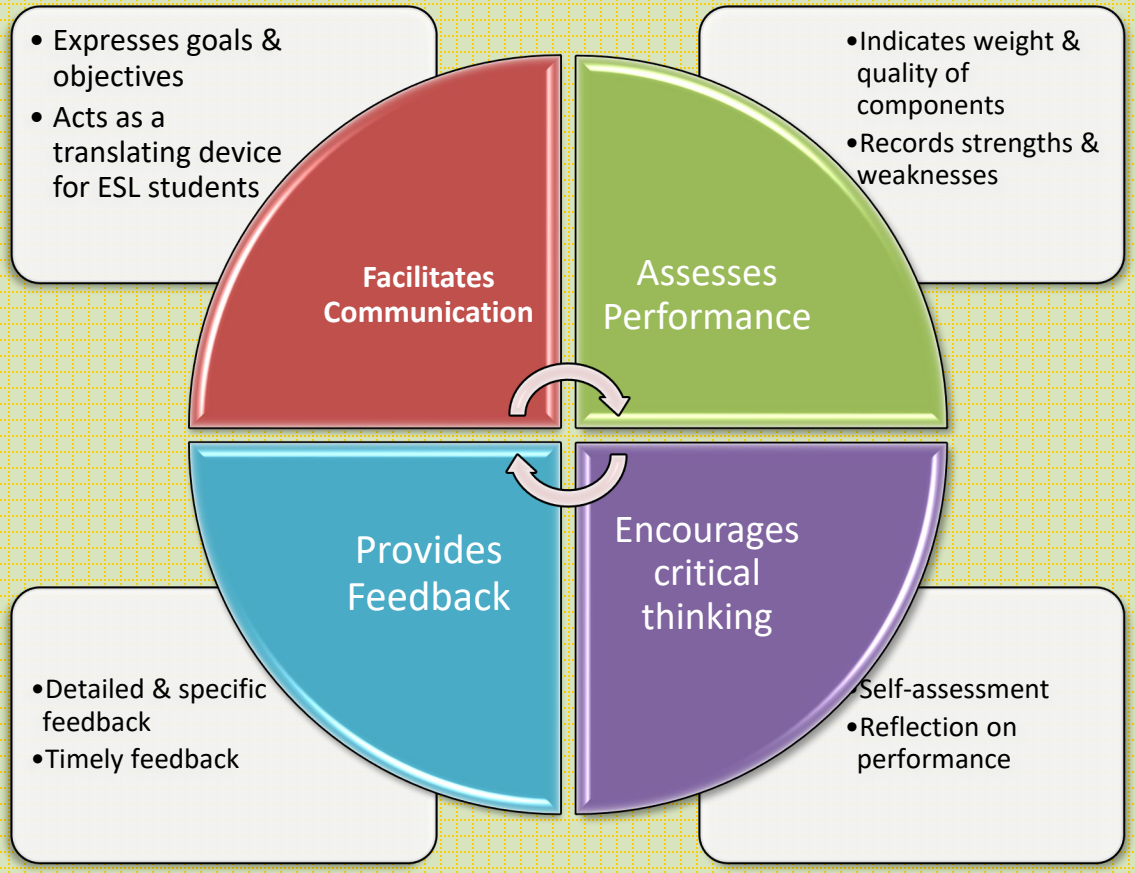
Why Use a Rubric?

1. Interprets scoring fast
2. Provides guide to talk to learner about performance

1. Scores consistently
2. Specifies performance outcomes
3. Measures performance based on real-life criteria



1. Grades easier
2. Can give feedback in rubric by writing notes, checking, or circling elements

1. Motivates learners to next level
2. Assists in achieving learning objectives

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Developing a Rubric

1. Identify the desired outcomes (knowledge, skills, attitudes)
2. Select the evidence of observable skills and behaviors (ACGME or UMMS core competencies)
3. Write and review the descriptions under scale/skill acquisition and can include (points)

	Exemplary(3)	Competent(2)	Developing (1)
Patient Care	Immediate eye contact & rapport, Let patient tell story	Eye contact and good questions about patient's CC	No eye contact & wrote notes while questioning
Medical Knowledge	Expressed extensive medical knowledge	Presented satisfactory medical knowledge	Missing or incorrect medical knowledge

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Performance Anchors

Anchors describe what is expected to be the "best" and "least" performance (Master to Novice – Dreyfus skill acquisition)

Grading is faster because the anchors give a range to compare each learner's performance

The anchors standardize the grading for the initial and last students

Take some time to make sure the anchors are descriptive enough for grading

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4 Basic Parts of a Rubric

(1)Task Description: Each participant will complete an exercise including…

Criteria	(2) Scale Level 1 PROFICIENT	(2) Scale Level 2 INTERMEDIATE	(2) Scale Level 3 NOVICE
(3) Dimension 1 Completeness	(4) Description of performance All elements included	(4) Description of performance Most elements included	(4) Description of performance Few elements included
(3) Dimension 2			
(3) Dimension 3			
(3) Dimension 4			

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Readiness for Internship Competencies
Clinical Exam Rubric

	Does Not Meet Expectations (0)	**Meets Expectations (1)**	**Exceeds Expectations (2)**
Diagnosis *Ability to apply concepts of normal/abnormal behavior to case formulation and diagnosis*	Unable to articulate relevant developmental features and clinical symptoms as applied to presenting problem	Articulates relevant developmental features and clinical symptoms as applied to presenting problem	Thoroughly articulates relevant developmental features and clinical symptoms as applied to presenting problem
	Fails to consider all five axes for diagnostic considerations based on DSM-IV criteria	Discusses diagnostic considerations for all five axes based on DSM-IV criteria	Thoroughly discusses diagnostic considerations for all five axes based on DSM-IV criteria
Assessment *Knowledge about selection of appropriate assessment measures to answer diagnostic questions*	Minimal knowledge about rationale for selecting assessment measures and/or proposes using inappropriate measures	Demonstrates an understanding of considerations for selecting appropriate assessment measures (e.g., strengths and weaknesses, population) and selects relevant assessment tool(s)	Thoughtful, thorough discussion of rationale for selecting assessment measures and selects appropriate assessment tool(s)
Case Conceptualization *Ability to formulate and conceptualize cases and plan interventions utilizing at least one theoretical orientation*	Minimal ability to articulate a case conceptualization and/or discussion lacks an integration of theory and psychological constructs	Clearly articulates an understandable case conceptualization that incorporates theory and relevant psychological constructs	Comprehensive case conceptualization that incorporates theory and relevant psychological constructs
Treatment Planning *Ability to discuss how one would implement evidence-based interventions that take into account empirical support, clinical judgment, and client diversity*	Minimal ability to articulate a treatment plan and/or may lack description of treatment goals or intervention techniques. Fails to consider client characteristics, values, and context	Proposes a clear treatment plan that includes goals and specific intervention techniques that takes into consideration client characteristics, values, and context	Thoughtful, articulate treatment plan that includes goals and specific intervention techniques that take into consideration client characteristics, values, and context
Ethical Considerations *Working knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, laws, statutes, rules, regulations*	Fails to recognize or discuss relevant, potential ethical issues and dilemmas	Ability to readily identify ethical implications in case and to discuss ethical decision-making process	In-depth discussion of relevant, potential ethical issues and dilemmas
Professional Behavior *Use of clear and articulate expression*	Poor ability to communicate verbally and nonverbally and/or demonstrates minimal understanding of professional language	Communicates clearly and articulately using verbal and nonverbal skills; demonstrates understanding of professional language	Very clear, and articulate professional presentation that demonstrates appropriate use of professional language

Competencies and evaluation anchors based on document prepared by the Assessment of Competency Benchmarks Work Group (June 2007).

Example available at
http://www.marquette.edu/psyc/documents/ClinicalexamRubric.pdf

List Detailed Feedback

- 3-5 rubrics with checkboxes
- 3-5 rubrics with text to circle for each student
- Scoring guide with narrative feedback

Task Description: The learner will present the results of a clinical encounter including patient's chief complaint, history, physical exam, DDx, and intervention.

	Exemplary	Competent	Developing
Individual Presentation (5-6 minutes)	❑Includes all elements ☑ Makes eye contact & began with "Patient's chief complaint." ☑ Explains how research relates to case ❑ Gives DDx & Dx & intervention ❑ Ends with 'Summary" ☑ Asks for questions	☑Includes most elements ❑ hesitant, mumbled, spoke fast, too slow ❑ Made eye contact ❑ Lists two DDx ❑ Asks for questions	❑Included few elements included ❑Read from notes ❑Misses DDx ❑ Use of one research source

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Translate Rubric to a Grade

Assessment Criteria	Description	Comments	Points
Case presentation	❑ presentation ❑ slide presentation ❑ handout ❑ organization ❑ ebm discussion	*The organization of the handout jumps around.*	13/15
Clinical evaluation	PTRIME	*Preparation for team work variable*	50/60
Patient Log	List of required patients	*Clerkship Director checked*	Pass
Clinical Skills	Breast exam	*Preceptor approved*	Pass
NBME Exam			76
Total			88

Point Conversion to Grade

88-100	Honors	
80-87	High Pass	
65-79	Pass <65	Fail

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Feedback

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