**Appendix A**

**XXXXX University**

**Clinical Competence Performance Examination**

**Clinical Reasoning Grading Rubric**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **Content Knowledge** **–identifies appropriate foundational knowledge and information related to the International Classification of Functioning, Disability, and Health (ICF) Framework. Content knowledge is the knowledge the student brings to the case, not the knowledge the patient brings/shares. In addition, this is just the identification of the facts and NOT the interpretation of this information.**  Sample behaviors to assess:   1. Identifies appropriate foundational knowledge integral to patient’s health condition including biological and physical (anatomy, histology, physiology, kinesiology, and neuroscience). 2. Determines relevant ICF components as they relate to the patient case (identifies the patient’s health condition, body structure and function limitations, activity limitations, participation restrictions, and personal and environmental factors.   **VISUAL ANALOG SCALE (please mark)**  **Beginner Intermediate Competent Proficient**   |  |  |  |  | | --- | --- | --- | --- | | **Limited** evidence of content and foundational knowledge and identification of patient-related ICF components. | **Moderate** evidence of content and foundational knowledge and identification of patient-related ICF components. | **Strong** evidence of content and foundational knowledge and identification of patient-related ICF components. | **Comprehensive** evidence of content and foundational knowledge and identification of patient-related components. |   **Comments:** |
| **Procedural Knowledge/Psychomotor Skill**– **ability to determine appropriate test/measure/intervention and psychomotor performance of an intervention/test/skill.** (When to perform skill, What skills to perform, and How to perform skill)  Sample behaviors to assess:   1. Determines appropriate test/measure/intervention to perform 2. Demonstrates the ability to safely and effectively perform test/measure/intervention   (hand placement, patient positioning, palpation, force production, safety, use of equipment/device)   1. Incorporates effective communication strategies including verbal and nonverbal skills (can the student ask the patient the right questions?   **VISUAL ANALOG SCALE (please mark)**  **Beginner Intermediate Competent Proficient**   |  |  |  |  | | --- | --- | --- | --- | | Limited accuracy in performing test/measures/interventions but can SAFELY perform these | Moderate accuracy in performing test/measures/interventions and can SAFELY perform these | Strong accuracy in performing intervention/test efficiently and effectively utilizing appropriate knowledge base, verbal and manual cues, and use of equipment to allow the patient to complete test or fully participate in intervention. | Efficiently performs tests and interventions with skill and ease and able to build patient rapport during the exam and intervention |   **Comments:**  **Conceptual Reasoning (Cognitive and Metacognitive Skills – data analysis and self- awareness/reflection)- entails the interrelationship and synthesis of information upon which judgment is made utilizing reflection and self-awareness. (**Making sense out of all of the information)  Sample behaviors to assess and questions to ask:   1. Appropriately justifies, modifies, or adapts test/measure or intervention based upon patient case. 2. Interprets exam findings appropriately including interpreting information from the patient (communication) 3. Applies and interprets patient information across all aspects of the ICF model to justify test/measure or intervention 4. Active listening 5. What additional information do you need to make decisions/judgments? 6. What would you do differently if you were able to do this examination again?   **VISUAL ANALOG SCALE (please mark)**  **Beginner Intermediate Competent Proficient**   |  |  |  |  | | --- | --- | --- | --- | | Justifies choice for a **few** tests and measures/interventions.  Able to identify some patient problems  Interprets results of selected tests/measures. | Justifies choice for **most** tests and measures/intervention.  Identifies relevant patient problems.  Generates a working hypothesis and begins to prioritize a patient problem list. | Justifies choice for **all** tests and measure/intervention.  Prioritizes problem list and incorporates patient goals into plan of care.  Confirm/disprove working hypothesis and determines alternate hypothesis  Synthesizes relevant patient data | Generates a hypothesis, understands patient perspective, and reasoning is a fluid, efficient, seamless process (demonstrates “reflection in action). |   **Comments:** |
| Student must meet or exceed identified level (intermediate, competent, proficient) for satisfactory completion in the following areas (please check):  **Content Knowledge: \_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory**  **Procedural Knowledge/Psychomotor Skill: \_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory**  **Conceptual Reasoning: \_\_\_\_\_Satisfactory \_\_\_\_\_Unsatisfactory**  **General Comments:**  **Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |