**Diagnostic and Clinical Reasoning Paper Assignment 80 Point Rubric**

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| **Criterion** | **Highly Proficient** | **Proficient** | **Marginally Proficient** | **Approaching Proficiency** | **Not Proficient** | **Not evident** |  |
| **Points** | **15** | **13** | **11** | **9** | **7** | **0** | **Total Points** |
| **Subjective Data** | All elements of subjective data (CC, HPI, PMH, Allergy identification, Medication Reconciliation, Social History, Family History, Health Promotion, and ROS) are adeptly documented and demonstrate consistent information across all aspects represented | All elements of subjective data (CC, HPI, PMH, Allergy identification, Medication Reconciliation, Social History, Family History, Health Promotion, and ROS) are appropriately documented and demonstrate consistent information across all aspects represented | All elements of subjective data (CC, HPI, PMH, Allergy identification, Medication Reconciliation, Social History, Family History, Health Promotion, and ROS) are satisfactorily documented but do not demonstrate consistent information across all aspects represented | All elements of subjective data (CC, HPI, PMH, Allergy identification, Medication Reconciliation, Social History, Family History, Health Promotion, and ROS) are either not satisfactorily documented or do not demonstrate consistent information across all aspects represented | All elements of subjective data (CC, HPI, PMH, Allergy identification, Medication Reconciliation, Social History, Family History, Health Promotion, and ROS) are not satisfactorily documented and do not demonstrate consistent information across all aspects represented | No elements of subjective data (CC, HPI, PMH, Allergy identification, Medication Reconciliation, Social History, Family History, Health Promotion, and ROS) are provided in the assignment |  |
| **Points** | **15** | **13** | **11** | **9** | **7** | **0** |  |
| **Objective Data** | All elements of objective data are adeptly documented and demonstrate consistency relative to the information documented in the CC, HPI, PMH, and ROS | All elements of objective data are appropriately documented and demonstrate consistency relative to the information documented in the CC, HPI, PMH, and ROS | All elements of objective data are satisfactorily documented but do not demonstrate consistency relative to the information documented in the CC, HPI, PMH, and ROS | All elements of objective data are either not satisfactorily documented or do not demonstrate consistency relative to the information documented in the CC, HPI, PMH, and ROS | All elements of objective data are not satisfactorily documented and do not demonstrate consistency relative to the information documented in the CC, HPI, PMH, and ROS | No elements of objective data are provided in the assignment |  |
| **Points** | **10** | **9** | **8** | **7** | **6** | **0** |  |
| **Assessment** | Assessment designations and other elements in this section are adeptly documented and demonstrate congruence with information documented in the CC, HPI, PMH, ROS, and the objective data | Assessment designations and other elements in this section are appropriately documented and demonstrate congruence with information documented in the CC, HPI, PMH, ROS, and the objective data | Assessment designations and other elements in this section are satisfactorily documented but do not demonstrate congruence with information documented in the CC, HPI, PMH, ROS, and the objective data | Assessment designations and other elements in this section are either not satisfactorily documented or do not demonstrate congruence of information documented in the CC, HPI, PMH, ROS, and the objective data | Assessment designations and other elements in this section are not satisfactorily documented and do not demonstrate congruence of information documented in the CC, HPI, PMH, ROS, and the objective data | Assessment designations and other elements in this section are not provided in the assignment |  |
| **Points** | **10** | **9** | **8** | **7** | **6** | **0** |  |
| **Plan** | Elements of the plan are adeptly documented, demonstrate application of current clinical practices for the identified assessment designations, and demonstrate congruence of information across all aspects represented | Elements of the plan are appropriately documented, demonstrate application of current clinical practices for the identified assessment designations, and demonstrate congruence of information across all aspects represented | Elements of the plan are satisfactorily documented but either do not demonstrate application of current clinical practices for the identified assessment designations, or do not demonstrate congruence of information across all aspects represented | Elements of the plan are either not satisfactorily documented, or do not demonstrate application of current clinical practices for the identified assessment designations, or do not demonstrate congruence of information across all aspects represented | Elements of the plan are not satisfactorily documented, do not demonstrate application of current clinical practices for the identified assessment designations, and do not demonstrate congruence of information across all aspects represented | Elements of a plan are not provided in the assignment |  |
| **Points** | **10** | **9** | **8** | **7** | **6** | **0** |  |
| **Clinical Decision Making** | All elements of Clinical Decision Making (pathophysiology, pharm/alternate therapy, differential diagnoses, ethical/cultural concerns, and barriers) are adeptly documented and demonstrate congruence with information across all preceding sections (SOAP) of the assignment | All elements of Clinical Decision Making (pathophysiology, pharm/alternate therapy, differential diagnoses, ethical/cultural concerns, and barriers) are appropriately documented and demonstrate congruence with information across all preceding sections (SOAP) of the assignment | All elements of Clinical Decision Making (pathophysiology, pharm/alternate therapy, differential diagnoses, ethical/cultural concerns, and barriers) are satisfactorily documented but do not demonstrate congruence with information across all preceding sections (SOAP) of the assignment | All elements of Clinical Decision Making (pathophysiology, pharm/alternate therapy, differential diagnoses, ethical/cultural concerns, and barriers) are either not satisfactorily documented or do not demonstrate congruence with information across all preceding sections (SOAP) of the assignment | All elements of Clinical Decision Making (pathophysiology, pharm/alternate therapy, differential diagnoses, ethical/cultural concerns, and barriers) are not satisfactorily documented and do not demonstrate congruence with information across all preceding sections (SOAP) of the assignment | Elements of clinical decision making are not provided in the assignment |  |
| **Points** | **10** | **9** | **8** | **7** | **6** | **0** |  |
| **Evidence-based Practice (EBP)** | Elements of EBP(formulation of evidence support question, demonstration of the results of a scholarly search for EBP resources or CPGs, appraisal of the evidence located, analysis of the applicability of the EBP or CPG guidelines to this encounter, analysis of patient care values to EBP or CPGs presented to them during your encounter) are adeptly discussed and demonstrate congruence with information across all preceding sections (SOAP and Clinical Decision Making) of the assignment | Elements of EBP(formulation of evidence support question, demonstration of the results of a scholarly search for EBP resources or CPGs, appraisal of the evidence located, analysis of the applicability of the EBP or CPG guidelines to this encounter, analysis of patient care values to EBP or CPGs presented to them during your encounter) are appropriately discussed and demonstrate congruence with information across all preceding sections (SOAP and Clinical Decision Making) of the assignment | Elements of EBP(formulation of evidence support question, demonstration of the results of a scholarly search for EBP resources or CPGs, appraisal of the evidence located, analysis of the applicability of the EBP or CPG guidelines to this encounter, analysis of patient care values to EBP or CPGs presented to them during your encounter) are satisfactorily discussed but do not demonstrate congruence with information across all preceding sections (SOAP and Clinical Decision Making) of the assignment | Elements of EBP(formulation of evidence support question, demonstration of the results of a scholarly search for EBP resources or CPGs, appraisal of the evidence located, analysis of the applicability of the EBP or CPG guidelines to this encounter, analysis of patient care values to EBP or CPGs presented to them during your encounter) are either not satisfactorily discussed or do not demonstrate congruence with information across all preceding sections (SOAP and Clinical Decision Making) of the assignment | Elements of EBP(formulation of evidence support question, demonstration of the results of a scholarly search for EBP resources or CPGs, appraisal of the evidence located, analysis of the applicability of the EBP or CPG guidelines to this encounter, analysis of patient care values to EBP or CPGs presented to them during your encounter) are not satisfactorily discussed and do not demonstrate congruence with information across all preceding sections (SOAP and Clinical Decision Making) of the assignment | No elements of evidence-based practice are provided in the assignment |  |
| **Points** | **5** | **4.5** | **4** | **3.5** | **3** | **0** |  |
| **Self-Reflection/Critique** | Reflective discussions of decision making and advanced practice practitioner role analysis are adeptly articulated and logically flow from the discussions in the preceding sections (SOAP, Clinical Decision Making, and EBP) of the assignment | Reflective discussions of decision making and advanced practice practitioner role analysis are appropriately articulated and logically flow from the discussions in the preceding sections (SOAP, Clinical Decision Making, and EBP) of the assignment | Reflective discussions of decision making and advanced practice practitioner role analysis are satisfactorily articulated but do not logically flow from the discussions in the preceding sections (SOAP, Clinical Decision Making, and EBP) of the assignment | Reflective discussions of decision making and advanced practice practitioner role analysis are either not satisfactorily articulated or do not logically flow from the discussions in the preceding sections (SOAP, Clinical Decision Making, and EBP) of the assignment | Reflective discussions of decision making and advanced practice practitioner role analysis are not satisfactorily articulated and do not logically flow from the discussions in the preceding sections (SOAP, Clinical Decision Making, and EBP) of the assignment | No reflective discussions are provided in the assignment |  |
| **Points** | **5** | **4.5** | **4** | **3.5** | **3** | **0** |  |
| **Professional Communication** | The discussions and exploration of thoughts are adeptly provided and demonstrate sound grammatical construction without readily detectable errors in application of APA style guidelines | The discussions and exploration of thoughts are appropriately provided and demonstrate sound grammatical construction with only minor detectable errors in application of APA style guidelines | The discussions and exploration of thoughts are satisfactorily provided but either do not demonstrate sound grammatical construction or include several readily detectable errors in application of APA style guidelines | The discussions and exploration of thoughts are either not satisfactorily provided, or do not demonstrate sound grammatical construction, or include several readily detectable errors in application of APA style guidelines | The discussions and exploration of thoughts are not satisfactorily provided, do not demonstrate sound grammatical construction, and include several readily detectable errors in application of APA style guidelines | No discussions or exploration of thoughts are provided in the submission |  |
| **Total Score**: XX/80 | | | | | | | |