**This grading rubric will be used to assess the case study from Module 4 (modified from Clark Simulation Evaluation Rubric).  Case Study is worth 60 possible points.**

*Objective: By the end of the third module you will complete peer teaching exercise and teach a classmate how to administer fluid boluses by constructing a case study and completing a peer review of a case study also using this rubric*

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| **Criteria** | **Exemplary** | **Proficient** | **Marginal/Unsatisfactory** |
|  | **10-8** | **7-4** | **3-0** |
| **Patient History** | Case study demonstrates anticipatory findings with a critical patient    Incorporates past medical history | Demonstrates understanding of disease process    Able to clearly discern between normal and abnormal findings for different age groups | Very basic information is provided    Information mirrors that of instructor presented case studies |
| **Patient Assessment/Reassessment** | Acknowledges ongoing assessment findings in case study could be linked to specific complications    Clearly articulates signs of patient deterioration and appropriate action with correct calculations | Can provide basic importance of assessment findings    Clearly distinguishes between normal and abnormal findings for each age group | Patient assessment in case study is confusing and unclear    Clinical picture presented does not correlate with stated assessment findings    One or more errors in fluid calculations |
| **Critical Thinking** | Clearly devises plan to avoid complications    Can articulate multitasking versus linear thinking | States a variation in patient condition and the appropriate patient care action (with correct calculations)    Able to safely and accurately suggest dose/weight based interventions | Cannot demonstrate prioritizing in case study    Unable to demonstrate understanding in variations from normal with pediatric population    One or more inaccurate calculations |
| **Patient Teaching** | Able to incorporate family teaching into case study    Identifies specific actions for knowledge gaps during patient teaching | Able to appropriately rephrase medical terms into lay terms when articulating patient teaching in case study    Acknowledges family centered care in case study | Neglects family centered care while presenting case study    Unable to demonstrate an understanding of age appropriate communication and developmental needs |
| **Communication** | Able to communicate case study in SBAR format    Able to accurately present conclusions from clinical picture presented | Able to demonstrate an understanding of when to report critical findings    Able to summarize clinical information for interdisciplinary team | Does not acknowledge practice in an interdisciplinary team    Unable to articulate a summary of findings or SBAR format |
| **Grammar/APA format** | Evidence of citations and references    Grammar, spelling, and APA is accurate for this level of instruction | Evidence of errors in spelling and grammar    3 spelling or APA errors | Used poor spelling and grammar    4 spelling or APA errors or no citations or references |