

## Reflection Criteria

0	60-69	70-79	80-89	90-100
Student demonstrates blatant disregard for assignment. The student made no attempt to reflect on the experience itself. If it is a directed reflection piece, the student did not answer the question and/or demonstrate reflection of personal insights.	Write up requires extensive revision. Clearly there is a lack of effort. Other than reporting on the events of the visit, the student made no attempt to reflect on the experience itself. If it is a directed reflection piece, the student simply answered the question, but did not try to tie concepts together. It is poorly written and contains many grammatical errors.	Write-up is marginally acceptable. The submission shows little effort on the student's part. The write-up reports on the events of the visit, but has little reflection of the experience and its relevance to the student. The student answers the directed reflection questions (when applicable) and can tie in concepts to a small extent. It is poorly written and requires revision.	Write-up is acceptable, organized and well written. The student has put effort into the assignment. The student reflects on the events of the visit and its relevance to him/her. The student answers directed reflection questions (when applicable) and can tie concepts together along with his/her experiences.	Write-up is organized and well written. The student's reflection is able to clearly show how the experience is related to his/her life experiences and educational process. The relationships among the various concepts discussed are clearly described. The student answers directed reflection questions (when applicable) and clearly articulate how concepts relate to one another and his/her experiences.

## Patient Education Criteria

0-59	60-69	70-79	80-89	90-100
Student demonstrates blatant disregard for assignment. Material is handwritten and cannot be given to the resident.	It is obvious the student put minimal effort into the pamphlet. Information is not tailored from references and is not resident specific when required. Information may be disorganized and /or incorrect and/or incomplete. Language is not appropriate for resident use.	The student has put some effort into the pamphlet of information, but is inappropriate from the standpoint of not using lay language. The information may not be organized, completely accurate or complete. Information may not be resident specific when required.	The student clearly has put effort into the pamphlet. Appropriate language is used; it is organized, mostly complete and accurate, although some correction may be needed. Information is resident specific when appropriate.	The student has been creative in the presentation of information to the resident. The information is complete, accurate, organized and appropriate language is used. Information is resident specific when appropriate.

## Participation Criteria

0	60-69	70-79	80-89	90-100
Student does not contribute to the discussion and/or disrupts the discussion with inappropriate comments. Student does not participate even with instructor prodding.	Student does not contribute to the discussion and/or disrupts the discussion with inappropriate comments. Comments also clearly indicate the student is unprepared with respect to resident specific information or reading assignments. Student does not participate even with instructor prodding.	Student makes only few comments during the discussion. Comments indicate the student is not fully prepared for class (i.e. student may have glanced at the article, but is clear that he/she has not read it closely). Comments do not provide any new insight into the discussion. Student will participate in the discussion with some prodding from the instructor.	Student contributes to the discussion with or without prodding from the instructor. Comments clearly indicate the student is prepared for the discussion based on resident specific issues and/or reading assignments. Comments are somewhat insightful.	Student contributes to the discussion by providing insightful comments. Comments may also bring a new perspective to the discussion. The student does not need any prodding by the instructor to participate. Comments clearly indicate the student is prepared for discussion via reading assignments and/or resident specific information.