| **Criteria** | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Overall presentation | Student presents case information professionally and confidently using appropriate tables/graphs/pictures, when applicable, and describes proper anatomical terms and directions consistently | Student presents professionally but lacks confidence and/or uses only some correct anatomical terms or describes directions inconsistently and improperly uses power point presentation materials | Student presents with limited professionalism including poor awareness of information on slides and lacks confidence and/or limited to no correct use of anatomical terms or directions | Student does not meet minimum expected criteria for professionalism including student lacking proper attitude or attire, and student using frequent incorrect anatomical terms |
| Diagnoses | Student uses good critical thinking skills and provides expanded information from subjective and/or objective evidence provided, and uses correct diagnosis regarding condition | Student uses fair thinking skills but lacks/misses evidence provided through subjective/objective information, and makes a correct diagnosis regarding condition | Student demonstrates limited understanding of overall pathophysiology and provides no expanded knowledge of condition, but provides a correct diagnosis | Student demonstrates limited understanding of overall condition and pathophysiology, and provides limited to no expanded explanation or knowledge of condition |
| Treatment/medications | Student lists at least 2 or more treatment options/medications and provides critical information regarding alternatives/side effects/complications | Student lists only 1 treatment options/medications and provides critical information regarding alternatives/side effects/complications | Student lists 1 treatment options/medications but fails to provide critical information regarding alternatives/side effects/complications | Student fails to provide any treatment options/medications or provide critical information regarding alternatives/side effects/complications |
| Prognosis | Student adequately describes patient prognosis and demonstrates good knowledge of potential resolve versus complications and future treatment, and answers need for skilled care | Student is able to describe patient prognosis and demonstrates minimum knowledge when answering questions and describing patient future of condition | Student demonstrates limited understanding of patient prognosis and is poorly able to answer questions regarding potential future patient condition | Student demonstrates poor overall understanding of patient prognosis and is unable to answer questions regarding patient future |
| Question answering | Student answers questions using critical thinking skills and is able to answer questions succinctly with confidence in obvious knowledge of presented material | Student answers questions with sufficient knowledge of case information and is able to answer questions with only limited confidence regarding understanding of presented material | Student answers questions with limited knowledge of presented case material is poorly able to answer questions and with limited confidence and/or understanding | Student unable to answer questions correctly or demonstrate appropriate knowledge or understanding of presented material |
| Teamwork | Student demonstrates outstanding teamwork and puts forth sufficient effort while allowing other team members to provide their own opinions and input | Student performs at least his/her equal portion of work towards project with at least a basic effort but provides limited input from other team members | Student performs minimal effort and teammates report poor attitude with student demonstrating little to no initiative and provided limited help | Student demonstrates poor teamwork not sufficient with a typical work environment included limited to no effort and poor communication with other team members |