



VISIT PERFORMANCE ASSESSMENT RUBRIC (VPA)

| Category | Observed Behaviors (Check only those behaviors that were observed) | | | n/a |
|---|--|--|---|--------------------------|
| Preparation | <input type="checkbox"/> No written objectives <input type="checkbox"/> Lack of preparation <input type="checkbox"/> No printed handouts <input type="checkbox"/> Household (HH) topic not applicable | <input type="checkbox"/> Written learning objectives <input type="checkbox"/> Basic knowledge of topic & HH <input type="checkbox"/> Printed handouts <input type="checkbox"/> HH topic applicable | <input type="checkbox"/> Appropriate written objectives <input type="checkbox"/> Advanced knowledge of topic & HH <input type="checkbox"/> Informative, language- and literacy-targeted handouts <input type="checkbox"/> HH helped select applicable topic | <input type="checkbox"/> |
| Household Engagement | <input type="checkbox"/> Difficulty building rapport <input type="checkbox"/> Frequently uses jargon without confirming understanding HH understanding <input type="checkbox"/> Gives unwelcome advice forcefully | <input type="checkbox"/> Demonstrates rapport-building communication style (OARS, NURS) <input type="checkbox"/> Adjusts to household language and literacy level and checks understanding (i.e., Ask/Tell/Ask) <input type="checkbox"/> Gives advice with permission or when requested | <input type="checkbox"/> Demonstrates household-centered spirit & achieves excellent rapport <input type="checkbox"/> Achieves mutual understanding <input type="checkbox"/> Demonstrated proficient motivational interview skills (i.e., complex reflections, evocation, action planning) | <input type="checkbox"/> |
| Interprofessional (IP) Communication | <input type="checkbox"/> Does not communicate important information <input type="checkbox"/> Is dismissive of feedback <input type="checkbox"/> Does not give feedback <input type="checkbox"/> Exacerbates conflict <input type="checkbox"/> Communication (i.e., case presentation, huddle, pre-visit form) is confusing or disorganized | <input type="checkbox"/> Communicates important info <input type="checkbox"/> Demonstrates active listening <input type="checkbox"/> Tries conflict management (i.e., compromise, negotiation, seeking win/win options de-escalation) <input type="checkbox"/> Tries IP communication skills (i.e., SBAR, I-PASS) | <input type="checkbox"/> Encourages open exchange of ideas and information sharing <input type="checkbox"/> Solicits & responds well to feedback <input type="checkbox"/> Sensitively gives important feedback <input type="checkbox"/> Negotiates and manages conflict effectively <input type="checkbox"/> Uses structured IP communication skills well | <input type="checkbox"/> |
| Teamwork and Collaboration | <input type="checkbox"/> Fails to recognize team member roles <input type="checkbox"/> Is divisive or negatively impacts team relationships <input type="checkbox"/> Fails to give needed help | <input type="checkbox"/> Recognizes role of self & others <input type="checkbox"/> Begins to assimilate as a team member and develop team member relationships <input type="checkbox"/> Helps others when requested | <input type="checkbox"/> Coordinates & clarifies responsibilities <input type="checkbox"/> Functions effectively as a team member and gains trust of team <input type="checkbox"/> Recognizes when others need help & supports team | <input type="checkbox"/> |
| Commitment to Respect and Ethics | <input type="checkbox"/> Dismisses other perspectives <input type="checkbox"/> Prioritizes own needs over others' needs <input type="checkbox"/> Shows unethical, rude or disrespectful behavior | <input type="checkbox"/> Respects other perspectives <input type="checkbox"/> Respects team needs <input type="checkbox"/> Identifies ethical issues in a team setting | <input type="checkbox"/> Seeks to incorporate alternative perspectives <input type="checkbox"/> Prioritizes team over own needs <input type="checkbox"/> Contributes to ethical decision making in a team | <input type="checkbox"/> |
| Conscientiousness | <input type="checkbox"/> Neglects to follow protocols or course policies <input type="checkbox"/> Is disorganized or neglects important details <input type="checkbox"/> Fails to follow through <input type="checkbox"/> Overly passive | <input type="checkbox"/> Applies simple templates, follows all course protocols (i.e., scheduling, pre-visit form with complete info, prepared for huddle) <input type="checkbox"/> Is generally organized <input type="checkbox"/> Meets responsibilities on time | <input type="checkbox"/> Systematic and thorough in applying guidelines and protocols <input type="checkbox"/> Proactively prioritizes and organizes for self and team <input type="checkbox"/> Diligent and timely, promotes and demonstrates accountability | <input type="checkbox"/> |
| Discernment | <input type="checkbox"/> Does not seek help or acknowledge limits appropriately <input type="checkbox"/> Overly confident | <input type="checkbox"/> Seeks to understand own role <input type="checkbox"/> Knows how & when to seek help | <input type="checkbox"/> Proactively anticipates situations requiring help <input type="checkbox"/> Seeks help from appropriate source when needed | <input type="checkbox"/> |
| Truthfulness | <input type="checkbox"/> Misleads, misrepresents, or omits important info <input type="checkbox"/> Demonstrates insensitivity | <input type="checkbox"/> Provides truthful information <input type="checkbox"/> Demonstrates sensitivity | <input type="checkbox"/> Provides relevant, accurate information. <input type="checkbox"/> Tells important truths sensitively | <input type="checkbox"/> |
| Impact | <input type="checkbox"/> Has a negative impact on HH | <input type="checkbox"/> Works to have a positive HH impact | <input type="checkbox"/> Has important positive impact on HH | <input type="checkbox"/> |

Faculty Comments:

Student Name _____ Student Signature _____ Date ____/____/____

VPA: Passed Needs Remediation Competency Completed _____

Attending Faculty Name _____ Signature _____