

**Supplement 1. Assessment rubric**

Task	Description	Learning outcome assessed	Word count guide	Total marks	Marking rubric				
					2	1	0	0	
1	Students will provide a video file (mp4 or QuickTime) that demonstrates their health history taking skills as an osteopathic student/practitioner with a peer acting as a simulated patient.	4.4.1	Video (maximum length 10 minutes)	2	Video is in required format (mp4 or QuickTime) and is 10 minutes or less in length. Video provided accurately demonstrates the simulated patient and practitioner roles.	Video is in a format other than the prescribed format (mp4 or QuickTime) or 10 minutes or more in length or video provided does not clearly demonstrate the simulated patient and practitioner roles.	Video is not submitted or video is not in an accessible format.	0	Poor
					Good	Fair			
					Marking rubric				
Task	Description	Learning outcome assessed	Word count guide	Total marks	4	3	2	1	0
					Excellent	Very good	Good	Fair	Poor
2	Record the clinical history on a mock version of the electronic medical records system used in the VU Osteopathy Clinic	4.4.1	Unrestricted	8	All details of the patient and presenting complaint are recorded accurately, thoroughly, concisely, and using suitable terminology and abbreviations.	All details of the patient and presenting complaint are recorded accurately and thoroughly, using suitable terminology and abbreviations.	Most details of the patient and presenting complaint are recorded accurately, using mostly suitable terminology and abbreviations.	Most details of the patient and presenting complaint are recorded with some use of suitable terminology.	Patient details are not recorded or significant errors or omissions. Details of the presenting complaint are inaccurate and incomplete. Terminology is unsuitable.
					Marking rubric				
Task	Description	Learning outcome assessed	Word count guide	Total marks	4	3	2	1	0
					Excellent	Very good	Good	Fair	Poor
					Marking rubric				
Task	Description	Learning outcome assessed	Word count guide	Total possible marks for section	4	3	2	1	0
					Excellent	Very good	Good	Fair	Poor
3	Reflection part 1: review their video, the learning objectives of the task, and analyse their performance as a health professional using the "How did it go?" part of SHARP debrief tool	4.4.1	100 words	4	Student thoroughly, accurately, and succinctly identifies the aspects of the consult that were performed well	Student accurately and succinctly identifies the aspects of the consult that were performed well	Student accurately identifies the aspects of the consult that were performed well	Student identifies some of the aspects of the consult that were performed well	Student does not provide any analysis of the aspects of the consult that were performed well
4	Reflection part 2: review their video, the learning objectives of the task, and analyse their performance as a health professional using the "Address concerns—what did not go so well and why?" part of SHARP debrief tool.	4.4.1	100 words	4	Student thoroughly, accurately, and succinctly identifies the aspects of the consult that require improvement.	Student accurately and succinctly identifies the aspects of the consult that require improvement.	Student accurately identifies the aspects of the consult that require improvement.	Student identifies some of the aspects of the consult that require improvement.	Student does not provide any analysis of the aspects of the consult that require improvement.

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**Supplement 1. Continued**

Task	Description	Learning outcome assessed	Word count guide	Total possible marks for section	Marking rubric				
					4	3	2	1	0
5	Reflection part 3: review their video, the learning objectives of the task, and reflect upon their performance as a health professional using "Review learning points" • Were your learning objectives met for this case? • What did you learn about your history taking (communication, open/closed questions, active listening) skills?	4.4.1	150 words	4	Excellent Student identifies whether the learning outcomes were met and critically reflects on their history taking skill	Very good Student identifies whether the learning outcomes were met and provides some reflection on their history taking skill.	Good Student identifies whether the learning outcomes were met or comes were met or the reflection is limited to a description of their history taking.	Fair Student does not identify clearly whether the learning outcomes were met or the reflection is limited to a description of their history taking.	Poor Student does not provide any reflection of their performance.
6	Reflection part 4: based on reflections 1, 2, and 3, provide a summary of action points to improve performance as a health professional using the "Plan ahead—what actions can you take to improve your future practice?" part of SHARP debrief tool.	4.4.1.	150 words	4	Student provides a succinct and detailed action plan that accurately addresses their observations of areas of strength & weakness, and provides detailed strategies for addressing these concerns.	Student provides an action plan that addresses most of their observations of areas of strength & weakness, and details some strategies for addressing these concerns.	Student provides an action plan that addresses some of their observations of areas of strength & weakness or provides limited strategies for addressing these concerns.	Student provides an action plan that is incomplete or not provided.	
7	Spelling and grammar			4	Spelling and grammar are entirely accurate. Writing is concise and resembles academic writing.	Spelling and grammar are mostly accurate. Writing is concise and resembles academic writing.	Spelling and grammar are often accurate. Writing is concise and partly resembles academic writing.	Spelling and grammar are somewhat accurate. Writing is concise and weakly resembles academic writing.	Spelling and grammar are largely inaccurate. Writing does not resemble academic writing.
Word count (reflection piece)					Subtract 5% of total mark if word count is > 550 words.				
Final score for HBS2404 = / 30 marks									