



## Content Review Rubric – 2025 FINAL

<b>1. How relevant/important is this topic for the target audience?</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
No clear target audience for this topic	Topic is of low importance to target audience	Topic is of moderate importance to target audience	Topic is extreme importance to topic audience	Topic is BOTH of extreme importance to target audience and physicians in general
<b>2. Are the learning objectives clearly stated?</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
There are no learning objectives	Learning objectives are not connected to submission content	Learning objectives are vague	Learning objectives are specific but unlikely to be met by submission OR partially linked to submission content (e.g. some parts of submission not related to objectives)	Learning objectives are specific with clear relationship to all parts of submission
<b>3. How likely is the submission to achieve learning objectives?</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Method of teaching and educational materials do not match stated learning objectives	Teaching methods and materials describe passive learning strategies that do not clearly address the stated learning objectives	Teaching methods and materials describe passive learning strategies that adequately address some of the stated learning objectives	Teaching methods and materials provide active learning strategies that address most of the stated learning objectives	Teaching methods and materials provide active learning strategies that clearly address each of the stated learning objectives

**4. How likely is the submission to change the target audience's behavior/practice/procedures/policies?**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Content has no impact or will not promote practical and meaningful change	Content will have limited impact and may not promote practical and meaningful change	Content will have some impact but may or may not promote practical and meaningful change	Content will have moderate impact and may promote practical and meaningful change	Content will have significant impact and will likely promote practical and meaningful change

**5. How clearly does the submission explain the evidence and/or the theoretical construct used to develop the submission's content and format?**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
No evidence or theoretical framework provided	Weak evidence or very general theoretical framework provided that is loosely related to content	Weak evidence or very general theoretical framework that is closely aligned to content OR strong evidence or well-developed theoretical framework loosely related to content	Strong evidence or well-developed theoretical framework closely related to content	Very strong evidence or very well-developed theoretical framework that perfectly aligns with content

**6. Is the educational material ready to publish on GIMLearn?**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
No, and unlikely to change with revision	No, unless there are extensive revisions (recording videos, creation of new text documents, reworking slides, etc.)	No, unless there are minor revision (editing slides, text, videos, etc.)	Yes, but would be enhanced with minor revisions (audio quality, slide resolution)	Yes, without any revisions

**7. How generalizable is the educational material to different types of institutions (e.g., academic institutions, VA, community-based institutions)?**

1	2	3	4	5
Submission assumes there are no differences in use of content in different practice environments	Submission focuses on a micro-environments of GIM (e.g., FQHCs, large medical schools, teaching clinics)	Submissions focuses on a micro-environment of GIM and discusses how it could be modified/adapted for other micro-environments	Submission is focused on general principals of GIM but does not discuss how it could be adapted to different micro-environments	Submission is focused on general principals of GIM and discusses how it could be adapted to different micro-environments

**8. Does the submission demonstrate appropriate use of language, accessibility, and representation/inclusion of diversity?**

1	2	3	4	5
The language and/or representations in the content materials are unacceptable and lack cultural sensitivity and/or diversity in their implementation	Content materials occasionally use inappropriate language or representations with hints of bias and lack diversity in implementation and/or education	Content materials use appropriate language with no bias but lack diversity in their representation, implementation, and/or education	Content materials use appropriate language with no bias but could expand the diversity in representation and/or implementation	Content materials use appropriate language with no bias and demonstrate diversity in representation, implementation, and/or education