

SCIENTIFIC ABSTRACT PEER REVIEW RUBRIC

Importance of the Research Question to General Internists						
1	**2**	**3**	**4**	**5**	**6**	**7**
Topic is not important to general internists.	Topic is important to only a *few* general internists.	Topic is important to *some* general internists.	Topic is important to about *half* of general internists.	Topic is important to many general internists; or somewhat expands current concepts.	Topic is important to most general internists; or greatly expands current concepts.	Topic is important to nearly all general internists; or introduces a new concept.
Strength and Appropriateness of Methods						
1	**2**	**3**	**4**	**5**	**6**	**7**
Study design and sampling procedures not described. Confounders, statistical or qualitative analyses are not discussed.	Study design and sampling procedures poorly described. Confounders not Discussed or thematic saturation not met. Statistical or qualitative analyses are not appropriate.	Study design and sampling procedures adequately described. Confounders not discussed or thematic saturation not met. Statistical or qualitative analyses are adequate.	Study design and sampling procedures fully described. Confounders partially discussed, but may not be controlled. Thematic saturation met but not well described. No theoretical basis mentioned. Statistical or qualitative analyses are appropriate.	Study design and sampling procedures fully described. No selection bias. Confounders fully discussed and controlled for. Thematic saturation fully met. Theoretical basis mentioned, but no trustworthiness techniques. Statistical or qualitative analyses are appropriate.	Study design and sampling procedures well described. No selection bias. Measures are reliable and valid. Confounders fully discussed and controlled for. Thematic saturation fully met. Theoretical basis and trustworthiness techniques mentioned. Statistical or qualitative analyses are strong.	Study design and sampling procedures very clearly described. No selection bias. Measures are reliable and valid. Confounders fully discussed and controlled for. Thematic saturation fully met. Theoretical basis and trustworthiness techniques strong. Statistical or qualitative analyses are excellent.
Validity of Conclusions and Implications						
1	**2**	**3**	**4**	**5**	**6**	**7**
Conclusions and implications not included. Does not influence action.	Conclusions present but not justified. Does not influence action.	Conclusions present or weakly supported. Unlikely to change action.	Conclusions clearly stated and supported. Absent or weak implications. Knowledge unlikely to change action.	Conclusions clearly stated and supported. Implications weak. Knowledge may change action.	Conclusions clearly stated and supported. Implications moderately appropriate. Knowledge may change action.	Conclusions clearly stated and supported. Implications fully appropriate. Provides knowledge that likely will change action.
Quality of Writing						
1	**2**	**3**	**4**	**5**	**6**	**7**

Writing is *poor* and *disorganized.*	Writing is *adequate* but *somewhat* disorganized.	Writing is *adequate* and *minimally* disorganized.	Writing is *clear* and *organized.*	Writing is *above average*and *organized.*	Writing is *high quality* and *well* organized.	Writing is *masterful* and*well* organized.