

School of Nursing GNSG 608 Curriculum Project Presentation

The purpose of this rubric is to assess the Curriculum Project Presentation for the graduate nursing course: GNSG 608.

GNSG 608 Curriculum Project Presentation Rubric

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	Poor (1 pt)	Fair (2 pts)	Good (3 pts)	Excellent (4 pts)
<p>Communicates clearly, effectively and appropriately with individuals, families, and other health care providers to positively affect client outcomes. (1, 16%)</p>	<p>Organization is unclear. Poor eye contact. No movement out from podium and no use of gestures. Rate and/or volume made presentation difficult to understand. Appearance was unprofessional and distracting. Language was often unprofessional and inappropriate. Evidence to support main points was very weak. Visual Aids were not utilized or were very weak.</p>	<p>Organization is attempted, but needs improvement. Eye contact was infrequently made. Slight movements out from podium, gestures were rarely utilized. Rate was too fast or too slow. Volume could use improvement. More variance in pitch needed. Appearance is somewhat distracting and/or incomplete suit is worn. Language is unprofessional at times. Evidence is minimal. Visual Aids were minimal.</p>	<p>Organization is satisfactory and includes opening, main points, transitions, and conclusion. Eye contact was good. Moved out from podium at times, and utilized some gestures. Rate was often understandable, pitch was often varied. Often easily heard. Professional suit was worn with an effort to be non-distracting. Language was often courteous and professional. Good use of evidence to support main points. Visual Aids were good.</p>	<p>Clear organization including creative opening, distinct main points, and catchy conclusion. Eye contact was excellent. Student moved out from podium and gestures were effectively utilized, rate was understandable, pitch was varied and presentation was easily heard. Attire was professional and non-distracting (full suit and dress shoes). Language was professional. Excellent use of evidence to support main points. Visuals Aids were outstanding.</p>
<p>Communicates (verbally, non-verbally and in writing) appropriately with individuals and small groups settings. (1,</p>	<p>Mistakes in grammar such as spelling and punctuation are common. Informal or unprofessional language is often used (i.e. slang). Language reflects lack of knowledge or bias.</p>	<p>Repetitive mistakes in grammar such as spelling and/or punctuation are made. Vocabulary is correctly used but vague and simplistic, requiring that the reader interpret comments.</p>	<p>Grammar and vocabulary usage are acceptable, although there are minor punctuation or spelling errors. Narrative is descriptive and supports all arguments made.</p>	<p>Grammar and vocabulary usage are flawless. The selection of vocabulary is rich, providing vivid descriptions that support all arguments made. The paper is of publishable or of</p>

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	Poor (1 pt)	Fair (2 pts)	Good (3 pts)	Excellent (4 pts)
16%)				dissemination quality.
Utilizes communication technology to facilitate communication and beginning level information gathering. (1, 16%)	Does not use technology in a persuasive manner Insufficient use of technology. Graphics, such as tables and charts, are not utilized. There are no embellishments such as font changes, indentations, bulleted lists. If required, PowerPoint was absent or unprofessional.	Uses technology to some extent to demonstrate the group's position. Technology is used to support the report but needs improvement. Graphics, such as tables and charts, are rare and difficult to read or interpret. Few embellishments are used such as font changes, indentations, and bulleted lists. If required, PowerPoint is utilized but is somewhat incomplete or unprofessional and lacked visual graphics.	Technology enhances the message. Use of technology is appropriate. Graphics, such as tables and charts, are often clear and easy to interpret. Many embellishments are used such as font changes, indentations, and bulleted lists. If required, PowerPoint sufficiently supported the presentation. Some complimentary graphics were used.	Uses technology as a highly effective tool. Use of technology is excellent. Graphics, such as tables and charts, are clear, colorful, and easy to interpret. Embellishments such as font changes, indentations and bulleted lists are appropriately used. If required, PowerPoint effectively outlined presentation (not too much info.) and incorporated complimentary, professional graphics and background.
Communicates in a culturally sensitive manner. (1, 16%)	Greetings and general presentation are culturally inappropriate.	Greetings and/or general presentation are culturally insensitive or inappropriate. Answers to questions are attempted but not answered appropriately.	Greetings are culturally appropriate. Questions are answered appropriately. Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.	Greetings are culturally appropriate. Gestures, stance and eye contact are appropriate. Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.
Utilizes appropriate documentation for all client care and course assignments. (1, 16%)	Errors in format; information disorganized	Errors in format; information intermittently organized	Information generally organized in logical sequence; follows acceptable format	All information organized in logical sequence; follows acceptable format

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	Poor (1 pt)	Fair (2 pts)	Good (3 pts)	Excellent (4 pts)
<p>Maintains professional standards in communication, respecting individual and client confidentiality. (1, 16%)</p>	<p>Does not demonstrate application of ANA Code of Ethics and ANA standards in the planning of client care. Does not identify any legal or ethical situations in presentation. Inconsistently demonstrates knowledge of therapeutic communication. Has demonstrated unsafe patient care, below level of safety.</p>	<p>Occasionally demonstrates application of ANA Code of Ethics and ANA standards in client care. Partially identifies exposure to legal and ethical situation during presentation. Personal response to legal/ethical is partially described. Inconsistently demonstrates knowledge of therapeutic communication. Requires maximum instructor involvement and cueing.</p>	<p>Demonstrates application of ANA Code of Ethics and ANA standards in provision of client care. Identifies legal and ethical situation and personal response to the situation during the presentation. Demonstrates knowledge of therapeutic communication with patients, staff, etc. moderate instructor cueing.</p>	<p>Consistently applies ANA Code of Ethics and ANA standards in the provision of client care. Clearly identifies legal and ethical situation and personal response to the situation during the presentation. Consistently demonstrates knowledge of therapeutic communication with patients, staff, etc. with minimal or no instructor cueing.</p>