

Educational Level:

Higher Education

Subject Area (s)

Nursing



## CREATE A CC EXPRESS PRESENTATION FOR QUALITY IMPROVEMENTS TO HEALTHCARE

### Rubric

This rubric relates to the Adobe Creative Cloud Express webpage and class presentation. There is some flexibility within each criterion as to how you divide the grade between these two formats given the broad range of topics that can be presented. The quality framework is guided by the Institute for Healthcare Improvement, [process improvement model](#).

	High Distinction	Distinction	Credit	Pass	Unsatisfactory
<p><b>INTRODUCTION/BACKGROUND: (10%)</b>            Title page.            Identified your nominated healthcare critical issue.            Succinct summary from peer reviewed literature.            The introduction engages the audience, creates interest and provides clear direction.</p>	All elements of this criterion met with a very high standard. Occasional minor errors/gaps.	All elements of this criterion met with a strong grasp of the subject matter. Several minor knowledge errors /gap.	Most elements of this criterion met competently but has many minor knowledge errors /gaps or one significant gap or error.	Meets most elements of the criterion but has more than one significant knowledge error/gaps.	Does not meet criterion.
<p><b>RATIONALE (20%)</b>            Justified an approach/intervention that would minimise the risk of your nominated critical healthcare issue, according to peer reviewed literature.</p>	All elements of this criterion met with a very high standard. Occasional minor errors/gaps.	All elements of this criterion met with a strong grasp of the subject matter. Several minor knowledge errors /gap.	Most elements of this criterion met competently but has many minor knowledge errors /gaps or one significant gap or error.	Meets most elements of the criterion but has more than one significant knowledge error/gaps.	Does not meet criterion.
<p><b>IMPLEMENTATION STRATEGY (30%)</b>            The strategies required to implement the approach/ intervention into practice are identified using the Plan, Do, Study, Act (PDSA) cycle.</p>	All elements of this criterion met with a very high standard. Occasional minor errors/gaps.	All elements of this criterion met with a strong grasp of the subject matter. Several minor knowledge errors /gap.	Most elements of this criterion met competently but has many minor knowledge errors /gaps or one significant gap or error.	Meets most elements of the criterion but has more than one significant knowledge error/gaps.	Does not meet criterion.
<p><b>FACILITATORS AND BARRIERS (10%)</b>            The facilitators and barriers for the quality improvement</p>	All elements of this criterion met with a very high standard.	All elements of this criterion met with a strong grasp of the subject matter.	Most elements of this criterion met competently but has many minor	Meets most elements of the criterion but has more than one	Does not meet criterion.

implementation strategy are identified.	Occasional minor errors/gaps.	Several minor knowledge errors /gap.	knowledge errors /gaps or one significant gap or error.	significant knowledge error/gaps.	
<b>EVALUATION (10%)</b> Identified how you would assess quality improvement processes and outcomes related to the approach/intervention.	All elements of this criterion met with a very high standard. Occasional minor errors/gaps.	All elements of this criterion met with a strong grasp of the subject matter. Several minor knowledge errors /gap.	Most elements of this criterion met competently but has many minor knowledge errors /gaps or one significant gap or error.	Meets most elements of the criterion but has more than one significant knowledge error/gaps.	Does not meet criterion.
<b>CONCLUSION (10%)</b> A summary of key points is provided.	All elements of this criterion met with a very high standard. Occasional minor errors/gaps.	All elements of this criterion met with a strong grasp of the subject matter. Several minor knowledge errors /gap.	Most elements of this criterion met competently but has many minor knowledge errors /gaps or one significant gap or error.	Meets most elements of the criterion but has more than one significant knowledge error/gaps.	Does not meet criterion.
<b>PRESENTATION REQUIREMENTS (10%)</b> Provides a persuasive presentation. Has a logical flow. Viewable presentation. Time limits adhered to. Grammar, spelling & expression are clear. References provided according to APA 7 <sup>th</sup> Edition style guide.	All elements of this criterion met with a very high standard. Occasional minor errors/gaps.	All elements of this criterion met with a strong grasp of the subject matter. Several minor knowledge errors /gap.	Most elements of this criterion met competently but has many minor knowledge errors /gaps or one significant gap or error.	Meets most elements of the criterion but has more than one significant knowledge error/gaps.	Does not meet criterion.

<b>GROUPWORK</b>	Presentation shows evidence of each group member understanding the whole assessment. Transition between speakers is seamless.	Group presentation shows a cohesive flow between speakers and sections.	Group presentation shows evidence of preparation and some flow between speakers and sections, but not all members engaged.	The group seems to have divided tasks between themselves and worked independently. Presentation disjointed.	Only one or two team members contributed to the project.
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