

**Quality Improvement Assimilation Project
Presentation Grading Rubric**

Criteria	Exceeds Standards (9-10 Points)	Meets Standards (8 Points)	Emerging (7 Points)	Below Standards (0-6 Points)
<u>Slide One:</u> The student provides a warm introduction, sharing main themes and giving direction to the progression of the presentation, providing a strong argument/rationale for this quality improvement initiative and sharing which STEEP aim this project addresses.				
<u>Slide Two:</u> The student briefly introduces the project's Aims, Measures, and Changes (intervention), according to the IHI Model for Improvement, providing an overview of the project's purpose by reflecting on the three fundamental questions: (1) what are we trying to accomplish, (2) How will we know that a change is an improvement, and (3) what change can we make that will result in improvement? [PDSA cycle]				
<u>Slide Three:</u> The student provides embellishing details for the assigned dataset with appropriate context, selecting a QI methodology or tool that is helpful to the project's implementation or evaluation.				
<u>Slide Four:</u> The student addresses the project's aim by answering the question, <i>"What are we trying to accomplish?"</i> Goals are clearly stated in the SMART format.				
<u>Slide Five:</u> While describing the assigned dataset, the student answers the question, <i>"How will we know that a change is an improvement?"</i> Additionally, the student classifies the data in its appropriate category of 'family of measures,' i.e., process, outcomes, or balancing measure and discusses any concerns with this measure category, etc.				
<u>Slide Six:</u> The student establishes and incorporates the project's data-driven benchmarks to monitor system performance, noting the desired/acceptable metric, per acceptable benchmarking standards. For example, HCAHPS, Press Ganey scores, NDNQI, AHRQ PSIs, etc.				
<u>Slide Seven:</u> The student describes the intervention (brief overview) that aligns with the assigned dataset, answering the question, <i>"what changes can we make that will result in an improvement?"</i> The student addresses how the intervention's effectiveness will be measured and when (an overview of the "Plan" portion of PDSA).				

<u>Slide Eight</u> : With more detail, the student describes the intervention implementation plan that aligns with the assigned dataset. The student demonstrates how the intervention represents EBP, as well interdisciplinary collaboration. The student provides sufficient detail of program implementation, assessment plan, etc.				
<u>Slide Nine</u> : Appropriately construct a Run Chart, providing all key information (X & Y Axes, median, annotations, etc.).				
<u>Slide Ten</u> : Analyze the Run Chart and Summarize the Findings, circling/identifying the key findings (shifts, trends, etc.), noting if the data demonstrates a true improvement, based on the IHI's run chart rules, etc. Explain how the run chart did (or did not) demonstrate an effective invention?				
<u>Slide Eleven</u> : Quality Implications and Summary. Discuss the implications of your findings for healthcare. How does your project help improve quality outcomes for a target population? How might your intervention be used to inform practice change and suggest policy recommendations?				
<u>Slide Twelve</u> : The student offered critical reflection of the assignment, noting influential and challenging components of learning, etc.				
Criteria	Exceeds Standards (18-20 Points)	Meets Standards (16-17 Points)	Emerging (14-15 Points)	Below Standards (0-13 Points)
<u>Presentation Delivery</u> : The webcam presentation reflected creativity, effort, and excellence in quality, delivery, and application.				
<u>Peer Response</u> : The student provided a substantive critique of their Peer's project, noting areas of agreement/disagreement, further understanding, posing questions, offering suggestions, etc. (Minimum of two references to support substantive critique.)	> 400 words	300-400 words	200-299 Words	< 200 words
Total Points: ____ /160 Points Possible Comments:				