

Health Care Leadership Presentation Rubric (80 points)

	Unacceptable (1-2 points)	Acceptable (3-4 points)	Above Average (5-6 points)	Exemplary (7-8 points)	Score
Purpose	The speaker did not effectively provide the title of the selected reading, the name of the author, the source, and how it relates to health care communications.	The speaker provided the title of the selected reading, the name of the author, the source, and how it relates to health care communications.	The speaker provided the title of the selected reading, the name of the author, the source, and how it relates to health care communications in an effective manner.	The speaker provided the title of the selected reading, the name of the author, the source, and how it relates to health care communications in an exemplary manner.	
Organization	Audience cannot understand presentation because there is no outline and the delivery lacks focus.	Audience has difficulty following presentation because the student forgot elements of an outline (e.g., introduction, body, and conclusion).	Student presents information in logical sequence which audience can follow. Student submitted an adequate outline demonstrating the introduction, body, and conclusion)	Student presents information in logical, interesting sequence which audience can follow. Student provides an outstanding outline demonstrating the introduction, body, and conclusion.	
Content	Presentation is not current, complete, and this presentation lacked a selected reading.	Presentation is current, complete, and the article or book chapter selected, but it barely met the criteria for this assignment.	Presentation is current, complete, and an appropriate article or book chapter was selected.	Presentation is current, complete, and employed an outstanding article or book chapter.	
Summary	The summary of the main points of the selected reading was incomplete or irrelevant.	The summary of the main points of the selected reading was slightly relevant, useful, and adequate.	The summary of the main points of the selected reading was relevant, useful, and adequate.	The summary of the main points of the selected reading was very relevant, useful, and adequate.	

Critique	The critique of the selected reading was inadequate, lacked examples, and displayed no critical thinking skills.	The critique of the selected reading was adequate, and it provided examples that displayed adequate critical thinking skills.	The critique of the selected reading was effective, and it provided examples that displayed effective critical thinking skills.	The critique of the selected reading was exemplarily, and it provided valuable examples that displayed excellent critical thinking skills.	
Knowledge	Student does not have grasp of information in the selected reading.	Student is uncomfortable with information in the selected reading.	Student is at ease with the information in the selected reading.	Student demonstrates full knowledge (more than required) in the selected reading.	
Probing	Student did not ask any discussion questions relevant to the selected reading area.	Student only asked one discussion question relevant to the selected reading area.	Student asked two to three relevant discussion questions relevant to the selected reading area.	Student asked four to five relevant discussion questions about the selected reading area.	
Nonverbal Delivery	Student displays poor nonverbal delivery techniques (e.g., no eye contact, no gestures, poor posture, poor pace, etc.).	Student displays adequate nonverbal delivery techniques (e.g., adequate eye contact, gestures, posture, pace, etc.).	Student displays above average nonverbal delivery techniques (e.g., good eye contact, gestures, posture, pace, etc.).	Student displays exemplarily nonverbal delivery techniques (e.g., excellent eye contact, gestures, posture, pace, etc.).	
Verbal Delivery	Student displays poor verbal delivery techniques (e.g., mumbling, no vocal fluency, improper English, no vocal loudness, no vocal variety, etc.).	Student displays adequate verbal delivery techniques (e.g., no mumbling, vocal fluency, proper English, vocal loudness, vocal variety, etc.).	Student displays above average verbal delivery techniques (e.g., no mumbling, vocal fluency, proper English, vocal loudness, vocal variety, etc.).	Student displays exemplarily verbal delivery techniques (e.g., no mumbling, vocal fluency, proper English, vocal loudness, vocal variety, etc.).	
Communication Technology	Technology (e.g., webcam, video camera) was not used to deliver this presentation.	Technology (e.g., webcam, video camera) only displayed the individual's face.	Technology (e.g., webcam, video camera) displayed the individual's face and upper shoulders.	Technology (e.g., webcam, video camera) displayed the individual's face, shoulders, arms, and upper torso.	
				Total Points:	

Health Care Leadership Presentation Outline (10 points)

Outline Criteria	Score
The title of the article, the source, and the relevancy of the article to health care communications is included in the outline (2 points)	
No grammatical or punctuation errors (2 points)	
Main points are organized (e.g., summary, critique, questions) (3 points)	
Key phrases and sentences (no paragraphs) (1 point)	
Reference for the selected article is listed in APA style (2 points)	

Health Care Leadership Facilitation of the Symposium Forum (10 points)

Facilitation Criteria	Score
The presenter adequately responses to at least two different peers' reactions to their own article (1 2 3 4 5 = 1 peer; 1 2 3 4 5 6 7 8 9 10 = 2 peers)	

Health Care Leadership Peer Reactions (30 points)

Peer Reactions Criteria	Score
<p>The audience member adequately responded to at least <i>two</i> different health care leadership presenters in the <i>three symposiums</i> that the audience member is not presenting a selected reading.</p> <p><i>Example:</i> Symposium 1 – 2 reactions = 10 points <i>Example:</i> Symposium 2 – 2 reactions = 10 points <i>Example:</i> Symposium 3 – 2 reactions = 10 points <i>Example:</i> Symposium 4 – 0 reactions- presented selected reading.</p> <p>(up to 30 points total; 5 points per reaction; 10 points max per symposium)</p>	

