DNP Oral Presentation Rubric

The Doctor of Nursing Practice programs prepare experts in specialized advanced nursing practice. The practice doctorate in nursing focuses on practice that is innovative and evidence-based, reflecting the application of credible research findings. (*DNP Essentials, 2006, p.3)*. The final project should demonstrate the student's competence of the eight DNP essentials in the planning, implementation, and evaluation components of the DNP project. (*DNP Current Issues, 2015, p. 4).*

Possible outcomes for completion of the DNP project are as follows:
1. Beyond proficient pass
2. Proficient pass
3. Below Proficient pass
    a. A student with below proficient communication and presentation skills only will have an opportunity to present their project again within a 4-week time frame.
    b. A student with a below proficient pass in multiple competency categories will require the DNP faculty to convene to determine if the student can work with the current DNP project to meet the competencies OR if the student would need to repeat the DNP project 4 course series. The student will be notified of the DNP faculty decision within one week of a below proficient pass in more than communication/presentation competency.

Please rate the DNP student's presentation and ability to demonstrate competency in the DNP Essentials through elements of his/her DNP presentation.

	Below Proficient (1)	**Proficient (2)**	**Beyond Proficient (3)**
I. Scientific underpinnings for practice	Unable to clearly articulate or explain the science based and nursing theory used to inform the DNP project Connection to change impact on healthcare outcomes through direct or indirect care is unclear.	Clearly articulates the nursing science and science-based theories used to inform the DNP project. Practice change impact on healthcare outcomes through direct or indirect care is clearly presented.	Integrates nursing science and science-based theories to explain and support practice innovation. Clearly articulates the nursing science and science-based theories used informed the DNP project. Provides a rich discussion of nursing theory used to guide practice. Practice innovation and change impact on healthcare outcomes through direct or indirect care is clearly presented.
II. Organizational leadership for quality improvement and systems thinking	Depth and clarity of the project developed care delivery approach evaluated to meet the current and future needs of patient/population is lacking. Use of current science, organizational, political and economic science is unclear. Leadership and advanced communication skills in the execution of the DNP project is unclear. Detailed cost effectiveness outcomes and realistic plan for project sustainability is not well articulated. Depth in identifying and addressing strategies for managing ethical dilemmas inherent	Develops and evaluates care delivery approach to meet the current and future needs of patient/population based on current science, organizational, political and economic science. Demonstrates leadership in execution of the DNP project. Provides cost effectiveness outcomes and plan for project sustainability. Identifies strategies for managing ethical dilemmas inherent in the DNP project.	Develops and evaluates care delivery approach to meet the current and future needs of patient/population based on current science, organizational, political and economic science. Demonstrates clear and effective leadership and advanced communication skills in the execution of the DNP project. Provides detailed cost effectiveness outcomes and realistic plan for project sustainability. Identifies and addresses strategies for managing ethical dilemmas inherent in the DNP

	in the DNP project is insufficient.		project.
III. Clinical scholarship and analytical methods for evidence-based practice	Rigor in review, critical appraisal and translation of evidence used to inform the practice innovation is insufficient. Synthesis of findings from evidence informing practice innovation is unclear. Incomplete execution of DNP practice design, implementation, and evaluation (i.e. practice outcomes) of project. Clinical significance of project outcomes is not clearly discussed/achieved Use of data to inform practice change, analyze outcomes, and identify gaps in evidence for practice is not clearly communicated.	Uses analytical methods to critically appraise and translate evidence in the practice innovation. Designs and implements practice innovation using national benchmarks and population specific evidence. Fully executes designs, implements, evaluates practice change to promote safe patient centered care. Measures outcomes using data to predict and analyze project outcomes. Clinical significance of project outcomes is clearly discussed. Identifies gaps in evidence for practice.	Uses analytical methods to critically appraise and translate evidence in the practice innovation. Designs and implements practice innovation using national benchmarks and population specific evidence. Innovates and fully executes designs, implements, evaluates, and plans a process to sustain practice change to promote safe patient centered care. Translates practice evidence and measures outcomes using data to predict and analyze project outcomes. Clinical significance of project outcomes is clearly discussed. Identifies gaps in evidence proposes strategies to close the gap in scientific knowledge needed to improve practice outcomes.
IV. Information systems/technology and patient technology to improve and transform health care	Designs, selects, and uses data to evaluate program, care processes, and quality improvement progress. Communication of data is not frequent/consistent throughout project execution (e.g. baseline and follow up data only without intermediate	Designs, selects, and uses data to continuously evaluate program, care processes, and quality improvement progress. Project is data-driven, with multiple observations on process and/or outcome measures that are used to	Designs, selects, and uses data to continuously evaluate program, care processes, and quality improvement progress. Project is data-driven, with clear points at which ongoing data collection led to a change in emphasis or

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	measurement of process or outcomes). Incorporates consumer health care information systems (when possible). Communicates technical skills needed to develop, execute, and evaluate data from practice systems/databases. Demonstrates leadership in the use and communication of data. Identifies potential ethical/legal concerns in using technology and patient data for practice improvement. Information systems technology is used accurately and appropriately related to the DNP project goals	inform the ongoing quality improvement process. Incorporates consumer health care information systems (when possible). Demonstrates and communicates ability and technical skills to develop, execute, and evaluate data from practice systems/databases. Demonstrates leadership in the use and communication of data. Provides leadership in resolving ethical/legal concerns in using technology and patient data for practice improvement. Information systems technology is used accurately, appropriately, and timely related to the DNP project goals.	strategy. Final data show that quality improvements were achieved. Process for using data is sustainable for ongoing patient centered care safety improvement. Incorporates consumer health care information systems (when possible). Demonstrates and communicates ability and technical skills to develop, execute, and evaluate data from practice systems/databases. Demonstrates leadership in the use and communication of data. Provides leadership in resolving ethical/legal concerns in using technology and patient data for practice improvement. Information systems technology is used accurately, appropriately, and timely related to the DNP project goals.
V. Health care policy for advocacy in health care	Fails to critically review and analyze health policy proposals, health polices, and other related issues from the perspective of nursing and other healthcare forums. Identifies, but does not demonstrate leadership in health policy concerns related to practice	Critically analyzes health policy proposals, health polices, and other related issues from the perspective of consumers, nursing, and other healthcare forums. Demonstrates leadership in identifying health policy concerns related to practice outcomes.	Critically analyzes health policy proposals, health polices, and other related issues from the perspective of consumers, nursing, and other healthcare forums. Demonstrates leadership in identifying health policy concerns related to practice outcomes,

	outcomes. Advocates for the nursing profession with policy/healthcare community.	Advocates for the nursing profession with policy/healthcare community.	clearly adding to the discipline of nursing practice and improved practice outcomes. Advocates for the nursing profession with policy/healthcare community. Develops, evaluates and provides clear and effective leadership for health care policy that shapes health care financing, regulation, and delivery.
VI. Interprofessional collaboration for improving patient and population healthcare outcomes	Employs effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, and practice policy. Engages but does not lead analysis of data used to change complex practice and address organizational concerns. Does not consistently demonstrates consultative skills with healthcare team members to create change in care delivery systems.	Employs effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, and practice policy. Demonstrates leadership in teams to include analysis of data, complex practice and organizational concerns. Demonstrates consultative skills with healthcare team members to create change in care delivery systems.	Demonstrates effective use of communication and collaborative skills in the development and Implementation of practice models, peer review, practice guidelines, and practice policy. Demonstrates clear and effective leadership in teams to include analysis of data, complex practice and organizational concerns. Demonstrates consultative skills with healthcare team members to create sustainable and cost-effective change in care delivery systems.

VII. Clinical prevention and population health for improving the Nation's Health	Fails to demonstrate proficiency in ability to analyze epidemiological, biostatistical, environmental, and other scientific data related to individual and population health. Concepts including psychosocial dimensions and cultural diversity related to clinical prevention and population health are not well articulated/synthesized in addressing identified gap(s) in care. Evaluates care delivery models and/or strategies using concepts related to community, environmental, and occupational health, and cultural and socioeconomic dimensions of health. Focus on change that impacts healthcare outcomes either through direct or indirect care.	Demonstrates ability to analyze epidemiological, biostatistical, environmental, and other scientific data related to individual and population health. Synthesize concepts including psychosocial dimensions and cultural diversity related to clinical prevention and population health in addressing identified gap(s) in care. Evaluates care delivery models and/or strategies using concepts related to community, environmental, and occupational health, and cultural and socioeconomic dimensions of health. Focuses on change that impacts healthcare outcomes either through direct or indirect care.	Demonstrates and clearly communicates analysis of epidemiological, biostatistical, environmental, and other scientific data and shows these are clearly related to individual and population health. Synthesize concepts including psychosocial dimensions and cultural diversity related to clinical prevention and population health in addressing identified gap(s) in care. Evaluates care delivery models and/or strategies using concepts related to community, environmental, and occupational health, and cultural and socioeconomic dimensions of health. Articulates process and evidence that can be used to focus on practice change that impacts healthcare outcomes either through direct or indirect care.
VIII. Advanced practice nursing	Did not complete required 500 clinical practice hours	Completed 500 clinical practice hours. Demonstrates advanced levels of clinical judgment, systems thinking, and application of evidence-based care to improve patient outcomes. Provides mentorship and support	Exceeds 500 clinical practice hours. Exemplary clinical practice is recognized within the practice environment. Demonstrates advanced levels of clinical judgment, systems thinking, and application

		to nurses to achieve excellence in nursing practice. Provides education to guide individuals through complex health and situational transitions. Uses conceptual and analytical skills in evaluating links among practice, organizational, population, fiscal, and policy issues.	of evidence-based care to improve patient outcomes. Provides mentorship and support to nurses to achieve excellence in nursing practice. Provides education to guide individuals through complex health and situational transitions. Uses conceptual and analytical skills in evaluating links among practice, organizational, population, fiscal, and policy issues.
Professional Delivery	It is difficult to hear presenter; pace is either too slow or too fast. Speaker has little engagement with the audience. Fails to use appropriate presentation techniques to maintain the audiences interest based on adult learning principles.	The speaker is easy to hear, easy to follow, and uses appropriate presentation techniques to maintain the audiences interest based on adult learning principles.	The speaker is easy to hear and varies pace of presentation to emphasize important points appropriate to the topic/presentation. Audience is clearly engaged.

Final Score:
The scoring is based on an averaged judgment that considers each of the individual items scored and blends them for an overall judgment-based evaluation reflecting the individual's demonstration of competence of the eight *DNP Essentials*.

References

American Association of Colleges of Nursing (October, 2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*.

American Association of Colleges of Nursing (March, 2015).*Re-envisioning the Clinical Education of Advanced Practice Registered Nurses.*

American Association of Colleges of Nursing (August, 2006). *The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations.*

Brookhart, S. (2018). Appropriate Criteria: Key to Effective Rubrics. *Frontiers in Education* 3(22). https://doi.org/10.3389/feduc.2018.00022

Wolf K., Stevens, E. (2007). The role of rubrics in advancing assessing student learning. *The Journal of Effective teaching,* 7(1): 3-14.

Signatures:

_____Date_____

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