**Unit 7 Poster Presentations**

We will be completing poster board presentations on the exemplars from your unit 7 content. Your group will be role playing your diagnosis; one student as a client with the problem, the other as a nurse. Each student should complete a poster. The client poster should include information about the pathophysiology, signs and symptoms, and complications. The nurse poster should include data about medical treatment, assessment, and nursing interventions. The ABO/Rh Incompatibility presentation requires on poster and should include information about the blood types in relation to blood transfusion compatibilities, isoimmunization, and erythroblastosis fetalis.

**Grading Rubric for Poster Presentations**

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|  | **5** | **4** | **3** | **2** | **1** |
| **Content** | Content is accurate and all required information is presented in a logical order. | Content is accurate. Some required information is missing or not presented, but generally easy to follow. | Content is accurate. Some required information is missing or not presented, making it difficult to follow. | Content is questionable. Information is not presented in a logical order, making it difficult to follow. | Content is inaccurate. Information is not presented in a logical order, making it difficult to follow. |
| **Presentation** | Presentation flows well and logically. It is creative, interesting, informative and conclusive of all pertinent data. All students present. | Presentation flows well. Some creativity. All students present. Overall is interesting and informative. | Presentation flows well and shows acceptable understanding of pertinent data.  Each student participates. | Presentation is not organized, creative, or inclusive of all pertinent data. Not all students participate. | Presentation has no flow. Insufficient information is given. Not all students participate. |
| **Interventions** | Interventions are well written, specific, and include all pertinent data. | Interventions are well written and specific, but do not include all pertinent data. | Interventions are not well written or specific, but addresses all pertinent data. | Interventions are well written and specific, but does not address all pertinent data. | Interventions are not well written and specific, and do not include all pertinent data. |
| **Pictures,**  **Clip Art, Background** | Images are appropriate.  Layout is pleasing to the eye. | Images are appropriate. Layout is cluttered/small. | Most images are appropriate. Layout is cluttered/small. | Images are inappropriate or layout is messy. | No images. Layout is messy. |
| **Mechanics** | No spelling errors. No grammar errors. Text is in authors’ own words. | Few spelling errors. Few grammar errors. Text is in authors’ own words. | Some spelling errors. Some grammar errors.  Text is in authors’ own words. | Some spelling errors. Some grammar errors. Most of text is in authors’ own words. | Many spelling and or grammar errors. Text is copied. |

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| Fractures (including hip) | Samantha & Kaitlyne |
| Joint Replacements (including hip & knee) | Amanda & Courtney |
| Amputations | Keyrstan & Taylor |
| Osteoarthritis | Christina & Cindy |
| Multiple Sclerosis | Brittany & Lauren |

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| **Topic** | **Student(s)** |
| HIV/AIDS | Carmen & Sarah |
| ABO/Rh Incompatibility | Sherrie |
| Rheumatoid Arthritis | Hannah & Ivy |
| Lupus | Cheli & Tyqiesha |