

Pro-equity Rubric for 21st WONCA World Rural Health Conference

Abstract Scoring - Success determined by total number

The following rubric is intended to support the Review Team in assessing the abstracts fit to the programme, if the abstract is a **research project** or **clinical presentation**.

FOR RESEARCH PROJECTS ONLY	Score	CRITERIA			
Design, sampling, data collection and data analysis methods are identified and appropriate for the research purpose/question		(4) Excellent <i>Ka mau te wehi</i> Strong, cogent methods, recommendations for practice, research, teaching or service	(3) Good <i>Mahi tika ana</i> Methods and recommendations are made but may be difficult to implement; may or may not be feasible	(2) Fair <i>Ka pai</i> Few if any well defined methods and/or recommendations	(1) Poor <i>Tōna pai nei</i> No methods and/or recommendations are made
Project has obvious rural and/or remote engagement and outcomes for rural or remote communities, professionals		Clearly identified rural and/or remote voices and delivery methods.	Rural and/or remote engagement has been made however, implementation may be difficult or lack support	Too light a touch on engagement with rural and/or remote voice and no tailored method of delivery	No connection with rural or remote people or community organisations has been made. No outcome for rural or remote people or community organisations
Indigenous voice, methodology, history and research team structure leads or has led this project		Yes, this project has an indigenous led team, or has indigenous team members. The history and practices of indigenous peoples is embedded in the structure of the project	At least one team member is indigenous and there are obvious signs that the team has consulted indigenous experts on history and practice.	There are no than one indigenous team members. Little if any consultation with indigenous people, their history or practice.	No mention of indigenous team members, use of history or practice.
The abstract or application includes components that directly addresses equity and takes unique aspects of diverse populations (gender, race/ethnicity, socio-economic conditions, age and sexual orientation) into account		Thoroughly, accurately and perceptively includes terminology and content that is inclusive of concepts of equity and diversity	Proficiently shows an understanding of the concepts and inclusion of equity and diversity	Shows a developing ability in identifying concepts and inclusion of equity and diversity	Does not present an ability to be inclusive of concepts of equity and diversity
TOTAL SCORE		xx			
Scoring - TOTAL the number. The TOTAL number determines whether the Abstract or Application is immediately approved, is good but lower priority, is of interest but needs further consideration or is not suitable and therefore declined.					
FOR CLINICAL PRESENTATIONS ONLY	Score	CRITERIA			
Application to present a clinical paper is relevant to the conference theme or subthemes, addresses need or gap in rural and/or remote learning and will make a significant contribution to health practitioners		(4) Excellent <i>Ka mau te wehi</i> Demonstrates excellent innovative or proven practices that will provide teaching and learnings for health professionals and result in improved outcomes to patients.	(3) Good <i>Mahi tika ana</i> Shows strong potential for learnings for rural and/or remote health professionals. Outcomes for patients may or may not be tangible.	(2) Fair <i>Ka pai</i> Significance is questionable to rural and/or remote health professionals or their patients.	(1) Poor <i>Tōna pai nei</i> Does not present anything new, noteworthy or that will enhance or change the outcomes for health professionals or their patients.
The application promotes interactive education styles, encouraging teaching and learning styles. Scientific committees encourage invited speakers to adopt interactive teaching and learning styles where appropriate and include this encouragement in the calls for proposals for each meeting		Abstract will demonstrate excellent innovative teaching and/or learning styles for health professionals and result in improved outcomes to patients.	Shows strong use of innovation in teaching and/or learning styles for rural and/or remote health professionals. Outcomes for patients may or may not be tangible.	Innovation is questionable to rural and/or remote health professionals or their patients.	Does not present anything new, noteworthy or that will enhance or change the outcomes for health professionals or their patients.
The presentation will include indigenous voice, knowledge, techniques and team composition		Yes, this presentation includes an indigenous voice, and/or has indigenous team members. The knowledge and practices of indigenous peoples are embedded into the structure of the presentation	At least one team member is indigenous and there are obvious signs that the team has consulted indigenous experts on knowledge and practice.	There is little if any consultation with indigenous people, their knowledge or practice.	No mention of indigenous team members, use of knowledge or practice.
The presentation includes components ensure that equity and unique aspects of diverse populations (gender, race/ethnicity, socio-economic conditions, age and sexual orientation) are considered and are inclusive		Thoroughly, accurately and perceptively includes terminology and content that is inclusive of concepts of equity and diversity	Proficiently shows an understanding of the concepts and inclusion of equity and diversity	Shows a developing ability in identifying concepts and inclusion of equity and diversity	Does not present an ability to be inclusive of concepts of equity and diversity
TOTAL SCORE:		xx			
Scoring - TOTAL the number. The TOTAL number determines whether the Abstract or Application is immediately approved, is good but lower priority, is of interest but needs further consideration or is not suitable and therefore declined.					
OTHER PRESENTATIONS - Non Research, Non Clinical	Score	CRITERIA			
The application is relevant to the conference theme or subthemes, addresses need or gap in rural and/or remote learning / knowledge and will make a significant contribution to conference attendees.		(4) Excellent <i>Ka mau te wehi</i> Demonstrates excellent innovative or proven learnings for conference attendees that may positively influence rural community health/wellness outcomes.	(3) Good <i>Mahi tika ana</i> Shows strong potential for learnings for attendees from rural and/or remote areas. Outcomes for rural communities may or may not be tangible.	(2) Fair <i>Ka pai</i> Significance is questionable to rural and/or remote health professionals and communities.	(1) Poor <i>Tōna pai nei</i> Does not present anything new, noteworthy or that will enhance or change the outcomes for rural health professionals or their communities.
The application promotes interactive education styles, encouraging teaching and learning styles. May involve storytelling and/or case studies from communities.		Abstract will demonstrate excellent innovative teaching and/or learning styles, or excellent case studies/stories, for conference attendees and result in improved outcomes for rural communities.	Shows strong use of innovation in teaching and/or learning styles, or stories/case studies, for conference attendees. Outcomes for rural communities may or may not be tangible.	Innovation is questionable to conference attendees or their rural communities.	Does not present anything new, noteworthy or that will enhance or change the outcomes for health professionals or their patients.
The presentation will include indigenous voice, knowledge, techniques and team composition		Yes, this presentation includes an indigenous voice, and/or has indigenous team members. The knowledge and practices of indigenous peoples are embedded into the structure of the presentation	At least one team member is indigenous and there are obvious signs that the team has consulted indigenous experts on knowledge and practice.	There is little if any consultation with indigenous people, their knowledge or practice.	No mention of indigenous team members, use of knowledge or practice.
The presentation includes components ensure that equity and unique aspects of diverse populations (gender, race/ethnicity, socio-economic conditions, age and sexual orientation) are considered and are inclusive		Thoroughly, accurately and perceptively includes terminology and content that is inclusive of concepts of equity and diversity	Proficiently shows an understanding of the concepts and inclusion of equity and diversity	Shows a developing ability in identifying concepts and inclusion of equity and diversity	Does not present an ability to be inclusive of concepts of equity and diversity
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