

GNSG 622: Evidence Based Practice Process

Bundles for Final Letter Grades

- A = all maintenance assignments + all scaffolding assignments + all signature assignments + A quality final paper
- B = 3 of 4 maintenance assignments + 6 of 7 scaffolding assignments + all 4 signature assignments
- C = 2 of 4 maintenance assignments + 4 of 7 scaffolding assignments + 3 of 4 signature assignments
- D = 2 of 4 maintenance assignments + 4 of 7 scaffolding assignments + 2 of 4 signature assignments
- F = below D criteria

Choices & Grace System

- Each student is given 3 tokens at the beginning of the semester. These tokens can be redeemed for the following:
 - Late submission of assignment (48 hours)
 - Revision of assignment

Assignment Schedule

Assignment	Due Date	Type
Reading	9/4	maintenance
Introduction	9/11	scaffolding
PICO Question	9/18	scaffolding
Reading	9/25	maintenance
Reading	10/2	maintenance
Evaluation Table & Summary	10/9	scaffolding
Reading	10/16	maintenance
EBP Paper Phase I	10/23	signature
SWOT Analysis	10/30	scaffolding
Action Plan	11/6	scaffolding
Cost-Benefit Assessment	11/13	scaffolding
Poster Presentation	11/20	scaffolding
EBP Paper Phase II	11/27	signature
EBP Oral Presentation	12/4	signature
EBP Paper (whole)	12/11	signature (A only)

EBP Paper Phase I Grading Rubric
GNSG 622: EBP Process

Introduction	
1. Examine significant problem in an area of nursing specialization	<ul style="list-style-type: none"> • Describes identified nursing problem succinctly and logically • Includes supportive relevant statistical data of the problem <p>Examines impact of the identified problem in relation to:</p> <ul style="list-style-type: none"> • Patients • Nursing/Nurses • Organization/System <ul style="list-style-type: none"> • Explains current practice and why it is not ideal • Clearly proposes a solution to problem, explains why this could be superior to current practice <p><i>*Must meet 6 of 7 with appropriate depth & accuracy for credit</i></p>
Literature Review	
2. Develop PICO question and describe appropriate search strategies and theoretical framework	<ul style="list-style-type: none"> • Clearly states PICO question using PICO format (i.e. Population, Intervention, Comparison, Outcome) • Describes evidence search strategies using at least 3 research databases, with limiting parameters and keywords • Utilizes at least 10 studies within the last 5 years, that are included in the Evaluation & Synthesis Tables • Clearly describes chosen EBP model and connects model to identified problem and proposed solution <p><i>*Must meet 3 of 4 with appropriate depth & accuracy for credit</i></p>
3. Critically appraise the primary research evidence and inter-professional sources of evidence	<ul style="list-style-type: none"> • Critically appraises primary research evidence including the following key elements: Sample, design, instruments, results, interpretations of findings, and strengths/limitations for validity, reliability, and applicability • Concisely summarizes interprofessional sources of evidence including clinical practice guidelines (CPGs), systematic reviews, position statements, benchmarks, <i>if applicable</i> • Compares and contrasts findings from different studies • Logically organizes content by themes • Chooses high quality evidence (levels I-III) • Connects evidence appraisal to the Evidence Evaluation & Synthesis Tables <p><i>*Must meet 5 of 6 with appropriate depth & accuracy for credit</i></p>
4. Develop a logical discussion of the findings as they pertain to the project	<p>Logically and systematically discusses the significance of the evidence review findings in relation to:</p> <ul style="list-style-type: none"> • Patient • Nurse/nurses • System/organization • Existing research without restating the evidence evaluation • Limitations of the evidence evaluation • Recommendations for future studies <p><i>*Must meet 5 of 6 with appropriate depth & accuracy for credit</i></p>
5. Create Evidence Evaluation Table & Evidence Synthesis Table	<p>Evidence Evaluation Table (as an appendix) includes succinct and accurate key features from published evidence of 10 studies including:</p> <ul style="list-style-type: none"> • Authors/year • Design, methods & level of evidence • Sample & setting • Major variables • Measurement • Data analysis • Results/findings • Validity, reliability & applicability <p>Evidence Synthesis Table (as an appendix) includes succinct and pertinent features to compare across all 10 studies</p> <p><i>*Must attempt all 9 criteria for each of 10 studies cited, and may only contain 7 errors for credit</i></p>

Professional, Scholarly Writing	
6. Construct a scholarly change process paper	<ul style="list-style-type: none"> • Does not exceed 12 pages in length (exclusive of title page, abstract, reference pages and appendices) • Organized with proper headings such as Introduction, Methods, Results, Discussion, References, and Appendices with necessary subheadings/transitions so that the entire project flows smoothly and cogently • Contains < 5 grammar, spelling and/or punctuation errors for the entire paper, including attachments • Sentences written without fragments or run-ons • Paragraphs are neither short or long • At least 10 professional, primary, peer-reviewed research articles cited • At least 10 references are current (< 5 years) <p><i>*Must meet 6 of 7 criteria for credit</i></p>
7. Apply APA format according to the 6th edition of the APA manual	<p>Formatted according to APA manual 6th edition regarding:</p> <ul style="list-style-type: none"> • Title page • Font and typeface • Running head and page numbers • Margins • Spacing • Headers • Abbreviations • Professional language (e.g. no use of contractions, first person, colloquialisms) • Citations • Italics for points of emphasis • Direct quotes (max = 1) • Reference page • Appendices (e.g. Evidence Evaluation Table) <p><i>*Must meet 10 of 13 criteria for credit</i></p>

EBP Paper Phase II Grading Rubric
GNSG 622: EBP Process

Student Learning Outcomes	Criteria
Abstract	
8. Develop a concise abstract of the significant aspects of the EBP project	<ul style="list-style-type: none"> • Succinct summary of the background, purpose & project intervention • Succinct summary of impact of the findings to patient, nurse/nurses, and/or system/organization. • Evidence aligned with practice problem • Limits to 250 words (single paragraph without paragraph indentation, no abbreviation/citations) <p><i>*Must meet 3 of 4 with appropriate depth & accuracy for credit</i></p>
Proposal	
9. Evaluate the pre-program change with characteristics of the environment	<p>Appraises feasibility of the intervention as it pertains to the environmental context including:</p> <ul style="list-style-type: none"> • Project implementation setting • Cultural considerations • Clear/thorough discussion of organizational stakeholders and impact each stakeholder has on progression of clinical change • SWOT analysis (strength, weakness, opportunity, threat) of project is accurately and clearly discussed; focuses on strengths to encourage “buy-in” of reader and stakeholders • Cost benefit assessment is convincing and adds to “buy-in” <p><i>*Must meet 4 of 5 with appropriate depth & accuracy for credit</i></p>
10. Discuss proposal for change of practice inclusive	<p>Outlines steps for implementation plan of proposal in a logical sequence, detailed and clearly stated, including:</p> <ul style="list-style-type: none"> • Realistic timeline

of evaluation	<ul style="list-style-type: none"> • Instruments • IRB process/process improvement • Data collection procedures • Evaluation process • Future recommendations • Concluding paragraph includes restatement of the problem, desired outcomes and succinct evaluation of the evidence findings without redundancy or introduction of new material <p><i>*Must meet 6 of 7 with appropriate depth & accuracy for credit</i></p>
Professional, Scholarly Writing	
11. Construct a scholarly change process paper	<ul style="list-style-type: none"> • Does not exceed 12 pages in length (exclusive of title page, abstract, reference pages and appendices) • Organized with proper headings such as Introduction, Methods, Results, Discussion, References, and Appendices with necessary subheadings/transitions so that the entire project flows smoothly and cogently • Contains < 5 grammar, spelling and/or punctuation errors for the entire paper, including attachments • Sentences written without fragments or run-ons • Paragraphs are neither short or long • At least 10 professional, primary, peer-reviewed research articles cited • At least 10 references are current (< 5 years) <p><i>*Must meet 6 of 7 criteria for credit</i></p>
12. Apply APA format according to the 6th edition of the APA manual	<p>Formatted according to APA manual 6th edition regarding:</p> <ul style="list-style-type: none"> • Title page • Font and typeface • Running head and page numbers • Margins • Spacing • Headers • Abbreviations • Professional language (e.g. no use of contractions, first person, colloquialisms) • Citations • Italics for points of emphasis • Direct quotes (max = 1) • Reference page • Appendices (e.g. Evidence Evaluation Table) <p><i>*Must meet 10 of 13 criteria for credit</i></p>

IDEA Evaluation Feedback

What is your perspective on the grading system used in this course (specifications grading)? Do you think it offered a fair assessment of your work? How do you feel that it affected your effort in this class?

- I spent a lot of time in this class but didn't mind the grading system. It was a fair assessment of my work
- The grading system better reflects actual life where projects and proposals are either accepted or rejected.
- Very fair!!!
- It did offer a fair assessment of this class; however, the amount of work is so much for only 2 credits
- I like it! Feels fair